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ABSTRACT

This manual provides learning strategies and activities, evaluation instruments, and learning resources for use by junior high school business education teachers. It is correlated with the Alberta business education curriculum. The manual begins with an overview of the course rationale and philosophy and general and specific learner expectations. Introductory matter includes the following: course framework; required and elective components; sequence and time; and information on the team approach, field trips, teaching for thinking, activities for teaching thinking skills, and evaluation methods. Articulation between this course and other courses is discussed. Eight modules present learning strategies and activities for business basics, economics basics, business innovation, entrepreneurship, entrepreneurship in action, planning, financing a business, and managing a business. The following learning resources are provided: policy guidelines, instructional materials lists, basic learning resources, supporting learning resources (such as videos), library resources, Alberta Education offices, Alberta Education documents, National Film Board of Canada resources, Access Network information, and publications of the Business Education Council. Among the 37 information/activity sheets are the following: self-evaluation, planning work sheet, student survey, panel discussion checklist, evaluating an advertisement, economic terms, starting one's own business, business plan outline, running a school store project, and expenses and inventory forms. (KC)

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TEACHER RESOURCE MANUAL

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# BUSINESS STUDIES 9

## JUNIOR HIGH SCHOOL

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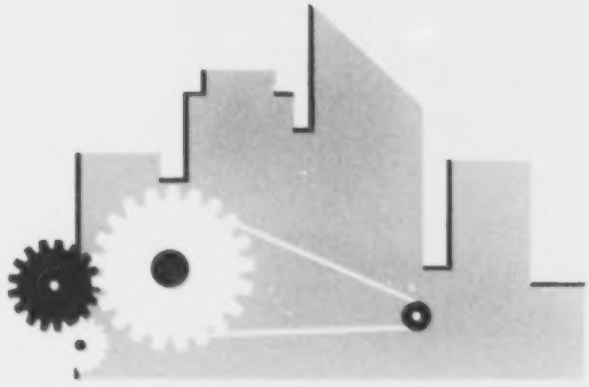

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CURRICULUM BRANCH

Alberta
EDUCATION
1991

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TEACHER RESOURCE MANUAL

# BUSINESS STUDIES 9

## JUNIOR HIGH SCHOOL

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CURRICULUM BRANCH

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## USING THIS MANUAL

This teacher resource manual is a service document developed to assist teachers who will be responsible for Business Studies 9, a course that can be offered at either the Grade 7, Grade 8, or Grade 9 level. It should be used in conjunction with the corresponding course of studies.

The manual has been developed to assist classroom teachers by providing:

- teaching for thinking and transfer strategies
- learning strategies and activities
- evaluation instruments
- learning resources
- resources correlation by module
- other learning resources and resource agencies.

Teachers are encouraged to use this manual as a practical planning and instructional tool. It is hoped that teachers will add their own materials and replace those that do not suit the unique needs of their classes.

**Note: This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the course of studies. In these instances, the content is screened in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.**

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# INTRODUCTION

## PURPOSE

This teacher resource manual (TRM) is designed to help teachers implement the Business Studies 9 course of studies. The TRM is a service document that provides helpful information to classroom teachers and is intended to assist in translating the intentions of the course of studies into classroom practices. It provides the rationale and philosophy of the course, general learner expectations and mandated content. As well, partnerships, specific learner expectations, field trips, thinking skills and evaluation are discussed. A large part of the TRM is devoted to describing appropriate learning strategies and activities, providing suggestions for organizing, teaching and evaluating instruction, and listing print and media materials that support the program.

## ORGANIZATION

The strategies and activities furnished provide suggestions for effective use of available time and resources and will assist in achieving the goals and objectives of the course. A resources correlation is provided in the Learning Resources section as well as a list of resource agencies that can be contacted for additional materials and assistance.

## A. COURSE RATIONALE AND PHILOSOPHY

The Business Studies 9 course is designed to provide students with the opportunity to learn about basic economic and business concepts and principles. The application of principles strengthens the manner in which concepts are developed, providing students with a sense of the "real" business/economic world in which we all live.

Business Studies 9 has been developed to meet the needs of adolescent learners. These learners typically require experiences that relate to their immediate needs and interests. Adolescents require the opportunity to experience "first-hand" the concepts covered in this course. Opportunities for practising skills and for guided self-reflection have been incorporated into the specific learner expectations for each module.

There are opportunities throughout the course to involve local business personnel in the classroom, thus providing a link between school and work communities. This relationship is encouraged and will benefit both partners, in that well-informed students will make better consumers, employees and business people in the future.

The development of this course is consistent with the policies noted in the excerpts that follow:

"[The education system] should teach students about Alberta's economy, by instruction and by example. Considerations should include the model of the market economy and its application to Alberta in terms of the nature of the resource base; the skills of the people; the infrastructure; the impact of federal economic, fiscal and monetary, and transportation policy; the role of financial and credit institutions; the effect of the tax system; and the rights and responsibilities of employees, employers, regulating agencies and government. Education should foster ideas of risk taking, innovation and the pursuit of excellence" (*Proposals for an Industrial and Science Strategy for Albertans: 1985 to 1990*, White Paper).

Education should help students to "become aware of the expectations, and be prepared for the opportunities of the workplace—expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers" (*Secondary Education in Alberta: Policy Statement*, 1985).

"Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools" (*Secondary Education in Alberta: Policy Statement*, 1985).

## B. GENERAL LEARNER EXPECTATIONS

*Students will*:

- develop skills in self-reliance/self-efficacy
- develop an awareness of the notion that all persons in society can contribute to business
- recognize that quality of life is measured in many ways other than simply the acquisition of personal wealth
- acquire knowledge about economics and business
- develop skills in analysis, planning and organization that will assist in making decisions related to personal and business situations
- develop awareness of how community and/or other agencies can act as learning resources
- develop awareness of how business affects the daily lives of Albertans and how it may affect them in the future
- develop awareness of ethical considerations in business and labour
- develop awareness of the role the not-for-profit community plays in relation to business
- increase their knowledge about Canada's economic system, emphasizing the relationship among local, provincial, national and international levels of government/consumer/economic activity
- develop awareness of the agencies that govern and support businesses in Canada
- develop understanding of the scope and effect of some aspects of business operations—specifically, planning, financing and managing a business.

### SPECIFIC LEARNER EXPECTATIONS

Specific concept, skill and attitude learner expectations have been identified for each module in the statement of content that follows.

## C. CONTENT

### COURSE FRAMEWORK

The Business Studies 9 course is organized in two parts: Part I (four modules) and Part II (one of four optional modules).

Part I (Modules 1, 2, 3 and 4) represents the **mandatory** section of the course; that is, these modules are the minimum requirements of the course.

The modules in Part I are:

- Module 1: Business Basics
- Module 2: Economic Basics
- Module 3: Business Innovation
- Module 4: Entrepreneurship

The topics of study within Part I provide for the understanding and development of economic, business and entrepreneurial concepts and principles. Each module has been designed for student attainment of expectations within a 15-hour time frame. This will vary for individual students and classes.

Part II (one of Modules 5, 6, 7 or 8) represents the **optional** section of the course. Any optional module may be chosen after the mandatory section of the course is completed. The module selected for study in Part II should reflect students' needs and abilities and the resources that are available from the local community or from other agencies.

The modules in Part II are:

- Module 5: Entrepreneurship in Action
  - **Note**: Module 4 is a prerequisite
- Module 6: Planning in Business
- Module 7: Financing a Business
- Module 8: Managing a Business

The development of a positive attitude toward the business world is stressed throughout the course. This may be enhanced by a partnership with community and/or other agencies in the presentation of the course. This course also offers opportunities to enhance the learning experiences the student is encountering in both social studies and in health and personal life skills. In social studies, economic systems are studied in relation to particular countries and political systems. In health and personal life skills, the student is actively engaged in exploring the various occupational opportunities available to him or her.

### REQUIRED/ELECTIVE COMPONENTS

Each module of the program has a **required** component and an **elective** component, defined as follows:

> The **required** component encompasses the knowledge, skills and attitudes that all students will acquire.
>
> The **elective** component provides opportunities to adapt and enhance instruction to meet the diverse needs, abilities and interests of individual students. It provides enrichment and additional assistance to individual students as necessary.

The maximum time allotment for the elective component of the Business Studies 9 course shall be 30 per cent of the instructional time. Completion of the four mandatory modules and the one optional module is designed for 75 hours of class time with a built-in opportunity for enrichment or remediation to meet the individual needs of students.

## SEQUENCE

It is recommended that students complete the four modules of Part I before the additional module from Part II.

In Part I (mandatory), each module is independent of the others, and the sequence in which they are taught should be determined by the teacher after consideration of the resources available.

In Part II (optional), a minimum of one module is to be selected for study. Other than Module 5: Entrepreneurship in Action, each module is independent of the others and may be taught in any sequence. Module 5 provides for extra time to be spent on a particular entrepreneurial activity identified in the prerequisite Module 4.

## TIME

The Business Studies 9 course is designed for 75 hours of class time. The recommended time per module is 15 hours.

## EDUCATION AND THE WORK WORLD PARTNERSHIP

The Business Studies 9 course can be very successful when an effective partnership exists between the school and the business community. In areas where the situation permits, a team approach would have a member of the business community paired with the classroom teacher. It is recommended that the resource person become involved with the teacher in presenting class materials, as the community member is an invaluable source of first-hand information on the topics of study.

Planning and preparation are vital to the learning experience. Although each team will develop its own approach to instruction, it is essential that individual members be aware of role expectations and foster a positive educational experience for all participants.

In areas where the partnership approach is not possible, an organization or group of organizations may provide the input necessary for meaningful learning experiences. This input may take the form of presentations, field trips, interviews, workshops, or any type of activity involving resources from the work world. It is recommended that these activities be organized on a regular basis and become an integral part of the course.

## TEAM APPROACH

### Orientation

When the ongoing team approach is chosen, it is suggested that the teacher and resource person plan carefully for maximum ease of course implementation. This process will allow both partners to familiarize themselves with the course and begin building a working relationship that will enhance their effectiveness. Some of the major concerns to be considered are:

- development of a course outline (time, topics)
- discussion of classroom organization (seating plan, classroom rules)
- discussion of school organization (parking, staff room location, audio-visual equipment available)
- planning of field trips (when, where, cost, permission policy, transportation)
- determination of best methods of contact
- discussion of role expectations
- discussion of evaluation techniques.

**Classes**

The first class will be instrumental in building rapport with the students. Gear beginning activities toward learning about individual students (e.g., interest surveys, personal biographies) and about the teacher and/or partner(s); e.g., résumés, career-path decisions. Course expectations of students, teacher and resource person should be discussed. One useful strategy involves goal setting as a beginning focal point.

Goal Setting Exercise

Goal setting and time management are two of the most important lessons that can be taught in a business class; skills students can use throughout their lives.

The initial question that most teachers ask is: "What do you want to be in the future?" One of the classic responses to this question is: "I want to be rich!" Business teachers can change this response to the more appropriate: "I want to be successful." The teacher can develop a desire for success in the students. Listed below are two suggested activities to attain this goal.

Choose a Career Goal

Ask the students to write down their career goals, and set a time limit for achieving these, in years. For example, "I want to become a doctor/lawyer/welder/pilot, etc., in _____ years." This allows students to establish a long-term objective in relation to educational achievement and time commitment.

Activity: Take the class to the bottom of the nearest set of stairs. Ask one student to go to the top of the staircase. Have the other students watch. Choose a second student, and have that student try to reach the top of the staircase by jumping from the bottom to the top. Most students will say: "It is impossible!" It is. That is the lesson being taught. Emphasize to the students that the attainment of long-term goals requires many smaller objectives to be met first; e.g., to become a doctor, specific courses need to be completed in high school, exceptional academic standing is required, and university entrance requirements must be met.

Return to the classroom. Draw a staircase on the blackboard and have students draw one in their notebooks. On the bottom step, write Grade 9 and on the top, write their career aspiration. Then, have the students write intermediate goals on the remaining steps of their staircase so that a logical progression to their final objective is outlined. For example, the next step on the staircase might be to complete Grade 10 and, in some cases, reference might be made to specific courses that should be completed at this level. Many of the students will fill in their steps with information. At this point, the teacher can talk about long-term goals and explain how many small, attainable steps lead to the top of a career ladder.

Refocus on the very first step. This is important, as it is in this area that students have the most control and start the habit of succeeding by achieving goals through planning and organization. The habit of success is being developed.

Activity: Have students record five simple things, such as chores, over which they procrastinate; e.g., clean room, mow lawn. Estimate the completion time for each task. Complete the task and record the actual time taken. Once these simple acts have been completed, the students will be feeling success through goal achievement. The act of achieving a goal increases students' self-esteem, and this will develop into a need to reach higher and further each day.

Step 1 set goal — set time line
Step 2 have a goal reminder (make a 'To Do' list)
Step 3 take a positive step every day, toward reaching the goal.

To be successful one must have a plan. Luck is something that is made . . . by preparation!

All subsequent classes should exhibit to the students that effective interaction occurs between education and business. This relationship will foster the understanding that community businesses are useful resources for students and strengthen their awareness of the affects of business on their daily lives.

The final class of each module may include the completion of an evaluation by the students for the purpose of assessing the program and planning for the next session. If students participated in an activity that warrants achievement recognition (e.g., starting up a business), awards, certificates or the like may be presented by the teacher, resource person and/or administrator during the final class or at a school awards ceremony.

### Lessons

The instructional requirements for each module are defined by learner expectations, which are subdivided into knowledge, skills and attitudes. These objectives are mandatory; however, the selection of activities and background information that best conveys the concepts to a particular class is a matter of choice.

Teaching methods are individual but should incorporate variety and be structured in the following format:

- review
- presentation
- activity
- evaluation
- preview.

The topic (presentation, activity and evaluation) segment of the lesson should occupy the bulk of the allotted time. The format and the pace of the lesson may be varied to suit class, topic and presenter needs. Prepare extra materials in the event an activity takes less time to complete than was anticipated.

## FIELD TRIPS

Field trips are an integral part of this course and must be carefully planned, if meaningful learning experiences are to occur.

Field trips to local businesses can increase students' awareness of the diversity of Canadian business and of career opportunities in their community. They can also be used to illustrate a particular concept or topic; e.g., visit to a single owner business, or many concepts or topics; e.g., single owner business as a business including financing, personnel and planning. Field trips to the resource person's place of employment can also assist students in identifying with particular situations in class discussions.

Field trips can be taken after the basic economic and business concepts and principles have been covered, or before as an introduction to the concepts. The latter allows for the development of appropriate background for the field trip experience.

Effective planning for a successful field trip must include the completion of arrangements at school and at the site. A briefing session should be held with the students that includes the preparation of questions and/or an observation form. After the trip, the information collected should be discussed and a thank you note written to the host.

## TEACHING FOR THINKING[1]

### Why Teach Thinking Skills?

- Recent research suggests that students can become more proficient at complex tasks when explicit teaching of thinking skills is presented.
- Technological advances have created job opportunities that will require students to use critical, creative and problem-solving thinking skills on a regular basis.
- Explicit teaching of thinking skills allows students to be more active participants in the learning process.

### Supportive Teacher Practices

Teachers can foster thinking skill development by modelling their own thinking skills and techniques for students, asking questions that require more than recall skills, and reacting to students' responses in a positive manner. Examples of these teacher practices follow.

### Modelled Thinking

- listen carefully to students' responses
- talk through problem solving with students
- share how goals can be set, problems defined or actions taken
- discuss how to proceed on a problem, what to do when information is lacking
- demonstrate graphic organizers and other techniques used to organize and remember information.

### Asking Questions

The power of effective questioning was demonstrated historically by Socrates. Socrates' strategy has been amply supported by subsequent research; the end result being that the more open-ended the question the more the learner is challenged to greater creative thinking.

A contemporary example of effective questioning is that of the hierarchy of education objectives developed by Benjamin Bloom. Bloom's taxonomy begins with simple recall questions and moves toward questions that probe students' understanding and require complex thinking skills. Bloom's categories are described with sample questions.

| | | |
|---|---|---|
| Knowledge | – | Identification of information:<br>Describe . . .<br>List . . .<br>Who, What, Where, When . . .<br>Recall everything you associate with . . . |
| Comprehension | – | Organization and selection of ideas:<br>Explain . . . in your own words.<br>Summarize the main idea of . . .<br>Define . . . |

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1. Pages 8 to 19 have been adapted from *Teaching Thinking: Enhancing Learning*, Alberta Education, Curriculum Branch, 1990.

Application – Use of facts, ideas and principles:
Demonstrate the use of . . .
Interview . . . about . . .
How is . . . an example of . . . ?
How is . . . related to . . . ?

Analysis – Breaking information into component parts:
Examine . . . for similarities and differences.
Classify . . . according to . . .
Differentiate . . . from . . .
Outline/diagram/web . . .
What assumptions are necessary for . . . to be true?
What distinguishes . . . from . . . ?

Synthesis – Restructuring information to create new ideas and concepts:
Create/design . . . to do . . .
Use the technique of . . . to . . .
What would happen if you combined . . . ?
Devise a solution for . . .
Develop a plan to . . .
Develop a theory to account for . . . and . . .
If . . . is true then . . . might be true.
Modify . . . to . . .
Extend ideas on . . . to . . .

Evaluation – Formulating judgments, opinions or decisions based on criteria or standards:
How do you feel about . . . as opposed to . . . ?
. . . is right because . . .
The . . . evidence supports . . .
Do you agree with . . . ?
Prioritize . . . according to . . .
What criteria would you use to assess . . . ?
I recommend . . . because . . .
What is the most important . . . ?
Is . . . consistent with . . . ?
Justify . . .

Another important aspect of asking questions is the manner in which they are posed. For example, pausing before reacting to responses allows students to reflect on their answers. Once a student has decided to respond, it is important that time be provided for a complete answer. Conversely, if a question is posed to a particular student there should be time provided for the student to reflect on a possible response or to decline the question.

**Responding to Students' Answers**

A classroom atmosphere that encourages students' responses is one free of criticism, sarcasm or other negativism. Students need to feel confident enough to "risk" being incorrect, or to try a new approach to a problem. Some of the ways in which teachers can demonstrate acceptance of students' responses are:

Acknowledging – the response without a value judgment. For example, "I understand what you said . . ." or "That's an interesting possibility . . ."

Paraphrasing – what the student has said by rewording, extending or attempting to clarify the student's response. Some examples are: "What do you mean when you say these two ideas are connected? Bill's idea is that we classify businesses according to type of ownership. How does this compare with Kim's idea?"

Providing Information – to the student. Usually this is in the form of direct positive reinforcement, such as "Good thinking!" "Any other ideas?" "Yes, you're on the right track . . ." "There's a book in the library you might want to read." "That reminds me of . . ."

**Roles of Teachers and Students**

Teacher strategies can assist students in becoming more autonomous learners. Common teaching techniques can be grouped into four strategy categories:

- director
- mediator
- generator
- collaborator.

When **directive** teaching is used the teacher sets the goals, explains the rules or procedure, and demonstrates the skills and conditions for student success. Students learn mainly by imitating skills and methods. Directive teaching is often used to teach basic skills.

When the teacher uses a **mediator** approach the goals are set by the teacher, and students determine means and methods of reaching that goal. The teacher acts as a guide to student learning and supports students in their search for goal attainment. This strategy is useful when wanting students to discover a particular concept.

A **generator** strategy requires the teacher and students to determine a common goal and establish ways to organize information needed to attain the goal. Brainstorming, visualizing and patterning skills are required to help students create methods of reaching the desired goal.

A **collaborator** role uses the combined thinking of several persons in the attainment of a goal. The goal may be established by the teacher or the group, but the key is student cooperation.

When students begin to think about their thinking they are engaged in metacognition. To assist students in this process several strategies can be used.

- **Skill Planning**: Students need time to discuss attributes, steps, rules of use or variations of a skill; e.g., a discussion of how brainstorming works, when it is useful, variations of use (individual or grcup).

- **Predicting Content**: Students predict the content of a given unit of study; e.g., "What questions should be asked and answered once I have participated in a field trip to a factory/business/career fair?"

- **Being Conscious of Constant Decision Making**: Students plan and evaluate decisions they have made; e.g., Overall Task Plan which follows.

## OVERALL TASK PLAN

For: _____

<table>
<tr><th>Before Task</th><th>Planning Task</th><th>After Task</th></tr>
<tr><td>What I know:<br><br>What else I need to know:</td><td>What skills will I use?<br>•<br><br>•</td><td>What did I learn?<br><br>How well did I achieve my goal?</td></tr>
<tr><td>Goal of task:<br><br>Subgoals:<br><br>Due date:</td><td>• What resources do I need?<br><br>• What procedures or steps do I follow?<br><br>• What might go wrong?</td><td>What changes did I have to make to meet my goal?<br><br>For next time:<br><br>Where else can I use these strategies?</td></tr>
<tr><td>Ideas and feelings to put on the back burner:</td><td></td><td></td></tr>
</table>

## SUGGESTED ACTIVITIES FOR TEACHING THINKING SKILLS

Once the teacher has decided to teach thinking skills explicitly, the first concern is likely "Where do we begin?" While there is no one best way, a useful beginning is to have students reflect on their present thinking behaviours. The Know Myself Inventory that follows will allow students to reflect on their current thinking behaviours and areas where they could improve. By reviewing the completed forms teachers will discover skill areas where students are strong and where they are weak. This inventory also provides direction about the types of tasks that students find either pleasurable or onerous. Having this information before finalizing a plan for a given module of the course will allow teachers to include areas of strength (begin with) and move to areas where students perceive they are weak. The types of activities chosen for a particular module can also enhance the students' present skill levels while moving them toward activities where they will be required to "risk" more in creating solutions and meeting new goals.

### Establishing Internal Standards

Students can be asked to identify particulars of things they have done well; e.g., ask for feedback from peers on their participation in a group project, or students can evaluate their own participation and compare their responses to those of others. The goal is to make students aware of where they are strong and where they need to improve. See Project Self-evaluation, p. 14.

### Goal Setting

Develop a plan for an entrepreneur activity. Use the Planning Work Sheet provided on p. 15.

## KNOW MYSELF INVENTORY

1. I complete tasks when _____

2. My mind wanders when _____

3. I get tired and bored when _____

4. When I have a hard time paying attention I _____

5. I find classes interesting when _____

6. School is exciting when _____

| My Strengths | Areas in Need of Improvement |
| --- | --- |
| | |

## PROJECT SELF-EVALUATION

1. I defined my topic. needs improvement / well
   Comments: _____
   _____ _____

2. I collected sufficient information. some / a great deal
   Comments: _____
   _____ _____

3. I verified information. a little / well
   Comments: _____ _____
   _____

4. I combined, restructured and produced new information. ordinary / very creative
   Comments: _____
   _____ _____

5. I planned and regulated my time and organization. not very well / great
   Comments: _____ _____
   _____

6. I communicated my findings to others. so-so / well
   Comments: _____ _____
   _____

7. I evaluated my entire process. somewhat / well
   Comments: _____ _____
   _____

Highlights: _____
_____
_____
_____

Improvements: _____
_____
_____
_____

## PLANNING WORK SHEET

| | |
|---|---|
| Task to be completed: | Deadline |
| Resources/materials I will need are: | |
| What procedures will I follow? | |
| Problems that might arise: | |
| Changes I need to make: | |

**Differentiating between I Can't and I Won't Behaviours**

Students need to take ownership for identifying a problem and determining a plan to solve the problem; e.g., "I have difficulty interviewing people and therefore I must . . . and . . ."

**Developing a Thinking Language**

Students develop a thinking vocabulary with teacher assistance; e.g., "Your group used the planning by objectives method very well," or "This brainstorming activity will allow you to generate several possible solutions to the problem."

**Evaluating Great Thinkers**

When students begin to understand how successful thinkers set goals, recover from error, deal with lack of knowledge, obtain feedback and make decisions, they will become more secure in evaluating their own thinking. Inviting a member of the business community to class to discuss their decision-making strategies will provide a model for students.

**SAMPLE THINKING SKILLS**

| | |
|---|---|
| Brainstorming | – In groups, list ways in which consumers and producers are interdependent (Module 1). |
| Visualizing | – For example, imagine what it would be like to be a retail salesperson, receptionist, roofer. What problems might you deal with? What kind of people would you interact with? What would a typical day be like (Module 8)? |
| Remembering | – Students could generate a mnemonic strategy to recall the elements of a business cycle (Module 2).<br>DEPRESSION RECOVERY PROSPERITY INFLATION RECESSION<br>mnemonic: Dogs Race Past Ivan's Ranch. |
| Categorizing | – List different reasons for people deciding to start up and operate a business, or to refrain from doing so (Module 3). |
| Patterning | – Illustrate the business cycle as seen in the example of company X in graphic or sequential form (Module 2).<br>Discuss the advantages and disadvantages of competition in a mixed economic system (Module 2).<br>Compare the advantages of being a sole proprietor versus that of being a member of a cooperative (Module 1). |
| Synthesizing | – Develop a marketing strategy for a particular product, fictional or real; e.g., advertising, sales promotion, packaging and selling (Module 6). |
| Elaborating | – Metaphors, analogies and models can be used to elaborate ideas; e.g., "time is money".<br>Role playing is also a useful method of elaborating; e.g., role play an interview for a selected job (Module 8). |
| Evaluating | – Surveys examining pros and cons of an issue, selecting a local issue and determining reasonable viewpoints or unbiased sources of information; e.g., seek the opinion of others about the business plan developed (Module 4).<br>Formulate an opinion on a current economic issue and state reasons for the opinion, identifying useful sources of information (Module 2). |

Decision Making – Examine personal purchase decisions and compare reasons for buying or not buying. Describe the reasons for the final decision, and evaluate the degree to which your personal values influenced the decision (Module 1).

Forecasting – Predict ways in which local businesses will affect the environment in the future, if their current practices are maintained (Module 1).

Planning – Develop a personal action plan for overcoming limitations that currently hamper innovative problem solving and decision making. Identify the goal, the resources needed, procedures to be followed; hypothesize potential obstacles and ways of adjusting the goal or removing the obstacles (Module 3).

Communicating – Create a collage to show how business currently affects people's lives (Module 1). Present a short talk on the advantages and disadvantages of credit (Module 7). Create a story, poem, song that describes impressions of what it takes to be a successful business person (Modules 6, 8).

Problem Solving – Given a hypothetical problem facing local government, create a solution to the problem. Use a problem-solving model that works best for you. Identify the process used to reach a decision, and explain why you made the decision you did (Modules 1, 2).

**TEACHING FOR TRANSFER**

Transfer is taking the skills one has acquired in one situation and applying them in new contexts. Transfer is more likely to occur when students see the connection between the school context and their personal lives. As much as is possible, therefore, it is important that the activities students engage in be related to their personal lives.

In Business Studies 9 there are opportunities for the link between the school and personal worlds to be emphasized. In all of the modules there are opportunities for students to examine their personal decision-making patterns and the local and provincial community. Teachers are encouraged to use current issues; e.g., GST implementation, business resources; e.g., guest speakers, team teaching, and activities allowing students to examine how people make decisions and how they feel about the various topics covered; e.g., interview, surveys, research a particular entrepreneur, attend lectures/ conferences on entrepreneurship. If students are provided with opportunities to connect the course content to their personal lives, and if these relationships are emphasized by the teacher, transfer of classroom learnings to other contexts will occur to the benefit of students and society alike.

**EVALUATION**

Evaluation is performed for a variety of reasons. Evaluation provides feedback to students about attainment of specific expectations. Evaluation also informs parents of their child's progress and makes teachers aware of the effectiveness of instruction. As an essential part of the learning process, evaluation should be carefully planned to reflect a variety of learning experiences and to assist the student in developing a positive outlook toward personal abilities.

Evaluation is important during all phases of planning and instruction. Some general suggestions follow for evaluating Business Studies 9 students. Further evaluation strategies are outlined within each module.

**Getting Started**

One of the first concerns is, "What needs do my students have, and what attitudes about concepts do my students currently possess?" One method of evaluating students' needs and attitudes is a survey. An Initial Student Survey is provided. Upon review of the responses from the survey, the teacher will have a better understanding of why students chose the course, what some of their dreams and goals are, what past experiences they have had in relation to business, how they perceive themselves, and what they hope to gain from this course. The teacher can keep the results, and at course end have students review them. It may be useful to have students indicate if their original concerns were addressed, what answers have changed and why.

Depending on student response, specific areas can be selected for emphasis. Choose learning strategies with which students will be most comfortable, and begin with a general awareness of each student's personality. Use of the survey at the end of the course will allow teachers to learn about how effective the course activities were, giving important feedback for when the course is taught again.

**Organizing an Evaluation Strategy**

Other aspects of student evaluation in a given course of study are:

- What is the overall plan for evaluation?
- How will this plan be communicated to students, parents and administration?
- What guidelines for student evaluation does the school or school jurisdiction have?

The answers to these questions are diverse in nature depending on teacher preference, students' characteristics, and the expectations of all parties involved. The following are intended as suggestions only for evaluation planning within Business Studies 9.

What is the overall plan for evaluation?

One consideration is the number of modules to be taught. Business Studies 9 is intended for 75 hours of classroom time. It is mandatory that students complete Modules 1, 2, 3 and 4. After students have completed the mandatory section, a fifth module, either Module 5, 6, 7 or 8 may be completed.

Given that five modules will likely be taught during the course, the teacher may decide to make each module worth one fifth of the final grade, 20 per cent of the course mark. Within each module a variety of activities will be completed and the student mark for the module should be a cumulative total of these assignments. It is important to note here, however, that students should be evaluated on the basis of several activities in determining their module mark. Specific evaluation strategies for each module are provided in the module outlines.

How will this plan be communicated to students, parents and administration?

It is important that all persons involved in the education of a student be informed about how the student is to be evaluated. It is useful to provide students with a general outline of how their course marks will be determined. Parents can then review the information and raise questions or concerns. Administrators should also be given a copy of the outline. Reviewing the evaluation plan with administration beforehand will ensure that all in-house guidelines are being followed.

Once the general course evaluation strategy is outlined, it is essential to plan for evaluation within each module. For each activity in which the student engages, specify the manner in which success will be determined. As outlined in the Teaching for Thinking section of this teacher resource manual, students and teachers can often determine jointly the goals to be achieved and ways of measuring their attainment.

One method for determining evaluation guidelines is to examine the knowledge, skill and attitude learner expectations for each module. Knowledge and skill learner expectations should have balanced weighting. Attitude expectations should receive continuous and informal evaluation.

What guidelines for student evaluation does the school or school jurisdiction have?

Before determining a final plan it is important to consider school or jurisdiction guidelines for student evaluation. Concerns such as whether or not a final exam is required, expectations for reporting student progress (as anecdotal record, percentage score, letter grade), methods of recording student progress need to be addressed (weighting of each module, cumulative grading). It is suggested that teachers discuss these concerns with administration before developing their evaluation plan and sharing it with students and parents. School and jurisdiction requirements may necessitate alterations in the evaluation plan, and it is best to address these concerns at the start.

**Specific Evaluation Strategies**

Strategies for evaluating student progress are provided within each module outline. Another resource for evaluation suggestions is *The Teacher's Manual and Key to Accompany Business Today: An Introduction* by John D. Kwekkeboom. This work has been authorized as a basic learning resource for Business Studies 9 and provides tests for each chapter of the text. These can be used in whole or adapted as teachers pull concepts from several chapters to make up a module exam. Individual questions from these chapter tests could also be used as quizzes, review, or seatwork exercises, as desired. Further evaluation strategies can also be obtained from Junior Achievement, if a consultant is available to work with students. The consultant's manual has quizzes, questionnaires and other suggestions that students should find challenging but non-threatening. As well, exercises within the student manual could be completed and used for evaluation feedback.

## INITIAL STUDENT SURVEY

Student Name: _____

This activity is designed to help me get to know you better and to allow me to find out more about you and your interests. Responses are for my eyes only, and will be handed back at the end of the course. Please provide as much information as possible.

1. Business studies is designed to provide students with the opportunity to learn about economic and business concepts and principles. Devise three questions about economics and business that you would like answered by the end of this course.

   Three Questions Related to Economics

   1. _____
      _____
   2. _____
      _____
   3. _____
      _____

   Three Questions Related to Business

   1. _____
      _____
   2. _____
      _____
   3. _____
      _____

2. In a sentence or two, tell why you chose Business Studies 9 as an option.

   _____
   _____
   _____
   _____

3. Tell about one experience you have had dealing with a business or business person.

   _____
   _____
   _____

4. What kinds of things do you like to do in your spare time?

5. Have you thought about what you would like to do for a job when you are older? Circle either YES or NO. If you circled yes, tell about the kinds of jobs you can see yourself doing in the future.

6. List three words or phrases that you feel best describe your personality.

7. What goals do you have for the future?

8. What kinds of learning activities do you like best?

## ARTICULATION BETWEEN BUSINESS STUDIES 9 AND OTHER COURSES

Business Studies 9 is closely correlated with a variety of courses students will take during junior and senior high school. This was done to create opportunities to enhance learning in other junior high courses as well as to provide a base of knowledge, skills and attitudes to assist the students in planning a high school program suited to their particular needs.

The primary correlation between Business Studies 9 and other courses can be seen by examining the junior high school social studies program, health and personal life skills (HPLS) program, and, at the senior high school level, Career and Life Management (CALM) 20 and Basic Business 20–30.

In Grade 9 social studies, students examine how different economic systems affect the citizens living within them. Specifically, students examine the market economy of the United States, the centrally planned economy of the Soviet Union and the mixed economy of Canada. The study of these three economic systems will assist students as they develop a background in various economic concepts such as business cycles, factors of production, historical and contemporary roles of entrepreneurs, labour, government, consumers and quality of life.

The Business Studies 9 course focuses on the Canadian mixed economy which directly correlates with Topic C of the Grade 9 social studies course. While social studies provides a national perspective, Business Studies 9 addresses the local and provincial arenas. Because of the strong correlation, teamwork or consultation between the two teachers is of importance, especially if the social studies teacher has chosen to involve Junior Achievement or other business persons in their program. To avoid duplication, teachers will need to share their teaching plans with each other. If Junior Achievement or other business persons are involved in the social studies course it can be especially positive if the same consultant is willing and/or able to discuss different topics with the students. Familiarity with the students will create a greater comfort zone for both guests and students, and will help to reinforce the significance of business and community resource persons in their education.

Correlation between Business Studies 9 and the HPLS program is found in many areas. In Theme I of HPLS students work on self-awareness and acceptance while Business Studies 9 assists in defining personal traits that can be strengthened and developed. In Theme II, students examine concepts relating to others and in Theme III they focus on career planning. In Business Studies 9 students examine possible occupational choices, interact with business persons, do career planning and goal setting, all essential elements in successful business practice. The students will also learn that flexibility and reassessment are part of the normal career cycle as people adjust to changing technological and economic conditions. They will also become more aware of the various ways of making decisions, again an important skill discussed in HPLS.

There are further opportunities to explore careers and the world of work in CALM 20 as students begin to think more about possible occupational choices and the need for careful planning in ensuring that those choices are available to them at the end of their high school careers. Theme D and Optional Module 3 of CALM explore in greater depth the concepts covered in Business Studies 9. Also, students will find that the knowledge, skills and attitudes developed in Business Studies 9 provide a solid foundation for several senior high school business courses.

## SUGGESTED LEARNING STRATEGIES AND ACTIVITIES

For each of the modules in the Business Studies 9 course, strategies and activities are provided to assist teachers in planning student learning. These are suggestions only and should be adapted to meet the needs of particular students, and in accordance with available community resources. As much as possible, learning activities are linked to resources accessible in every community in the province. As there are numerous opportunities for student research, a cooperative effort between the classroom teacher and the teacher–librarian is encouraged. Cooperative planning and developing of research activities enables better use of resources, more effective research, and maximizes teacher–librarian expertise.

Learning resources that have not been evaluated by Alberta Education, but which were provided by field test participants and found to be useful, are included. As well, a resource agencies list, complete with addresses and titles, is provided at the end of this manual. The key to success in Business Studies 9 is to keep students actively involved in their own learning. The learning strategies and activities incorporate several opportunities for members of the community to become involved. Care is taken to make connections between the students and the community in which they live, adding to the relevancy of business knowledge, skills and attitudes to the daily life of each student.

## MODULE 1: BUSINESS BASICS (MANDATORY)

Generalization

The development of a positive attitude toward the world of business is dependent on a knowledge and understanding of basic business concepts and principles.

### SPECIFIC LEARNER EXPECTATIONS

Concepts

*Students will understand*:

- the way in which members of society adopt roles as both consumers and producers
- the difference between needs and wants
- the relationship of interdependence that exists between producers and consumers; e.g., producers' decisions based on consumer demands, consumer choices affected by products available
- the ways in which business currently affects their daily lives and how it may affect their lives in the future; e.g., as consumers, employees, employers, volunteers
- the choices that need to be made by individuals, business and government in relation to resources available; e.g., How are land, labour and capital allocated? What impact will business have on the environment?
- the effect of values on purchase decisions
- the effect of different types of labour on local and provincial communities.

Skills

*Students will*:

- use correctly the terms producers, goods and services, consumers, purchasing power and natural resources to communicate with others about business
- identify ways in which goods and services are allocated in their community and provincially
- illustrate how the three factors of production (land/labour/capital) affect business locally and provincially; e.g., charts, photo essays, maps
- identify features of different legal forms of business ownership; e.g., proprietorship, partnership, not-for-profit, cooperative, conglomerate, multinational, crown corporation, and explain how each type affects the local and provincial community in which it exists
- identify ways in which business affects personal consumer choices; e.g., mass media, advertising
- identify ways in which the consumer attempts to affect producer's actions; e.g., boycott of product, lobbying, *Consumer Reports* magazine
- develop a personal plan of action to convey to a producer their feelings about a particular product, and evaluate the possible impact of implementing the action plan
- identify the different types of labour in their community, and explain how they contribute to the larger provincial society.

Attitudes

*Students will appreciate:*

- that all work has value
- the interrelationship among limited resources, unlimited wants and decision making
- the contribution of business to both local and provincial communities
- the effects of advertising and the mass media on consumerism
- the effects of consumer actions on business
- that quality of life is measured in many spheres; not solely on the basis of the acquisition of personal wealth.

STRATEGY 1

Survey the community. Map it out. Identify what goods and services are provided for people in the community, and who provides them. Chart or hypothesize reasons why these goods/services are in demand. Where are the businesses located? Is location important? Suggest reasons for the success, or lack of success, of the businesses.

ACTIVITY 1 Module 1

Survey the local community and identify what goods and services are provided for the people living there. Note the businesses providing these services. Students can prepare a map of the community illustrating the goods and services available and chart/hypothesize the reasons for the presence of these particular outlets in their community. Marks can be assigned for completion of the map and a chart, or for a paragraph outlining the students' rationale for the presence of the goods/services provided by the community.

**Note:** This information will also be useful for completion of Activity 2 in Module 3.

STRATEGY 2

Outline/review the three factors of production (land/labour/capital). Each student focuses on one business in the community and does a survey to determine how the three factors are at work in each business. Students share their results with the class, and chart them to give an overall picture of the community.

ACTIVITY 2 Module 1

Within the Grade 9 social studies program, students will have covered the three elements of production; land, labour and capital. Review these elements with students. Each student should be assigned one business in the community to research. Using the Business Production Survey on the following page, students can interview each business operator to determine how the three conditions of production are actualized. Students can share and chart their results to illustrate these factors at work in their community.

## BUSINESS PRODUCTION SURVEY

**TOPIC:** How are the three elements of production (land, labour and capital) at work in:

_____?

(community name)

1. Do you own the building the business is in, or do you rent the facility?

_____

_____

_____

2. Did the cost of the land and building, or rent, help to determine where you are presently located? If so, how?

_____

_____

_____

3. If you had had more capital when you started into business, would you have a larger building or a different location? Why or why not?

_____

_____

_____

4. If you had more money now, would you move to a different location? If so, where would you move and why?

_____

_____

_____

5. Did the availability or cost of labour affect your decision on where to locate your business? If so, how?

_____

_____

_____

6. How does labour affect your business at the present time?

_____

_____

_____

STRATEGY 3

Discuss the various types of labour found in the community. Ensure that students acknowledge homemakers and non-profit/volunteer workers as types of labour. Have students describe, from a worker's perspective, how that person contributes to the community. The description can take various forms — poems, songs, stories, collages, pictures, photos.

ACTIVITY 3 Module 1

Arrange for a panel of speakers of varying backgrounds (be sure to include homemakers and volunteers as well as business managers and labourers) to discuss various forms of work found in the community. Have each panelist speak on what they feel is their contribution to the business community specifically, and the community in general. The panel discussion should end with a question and answer period.

In addition to having the students participate in the panel discussion, it is also worthwhile to make them aware of the format for effective panel discussions. This could be used to help them present information later in the course. The following guidelines can assist teachers in highlighting effective panel discussions and also be used for evaluation.

**PANEL DISCUSSION CHECKLIST**

**Participants**

1. Speak in a clear manner _____
2. Listen to arguments/points of others _____
3. Choose effective arguments/points _____
4. Criticize the arguments/points, not the speaker _____
5. Allow other members to make their points _____
6. Listen to the directions of the moderator _____
7. Use logical, not emotional, arguments/points _____
8. Keep to the topic _____
9. Speak from knowledge, not opinion _____

---

Adapted from *Enhancing and Evaluating Oral Communication in the Secondary Grades: Teacher's Resource Package*, Ministry of Education of British Columbia, Student Assessment Branch, 1988, p. 4:48. Reprinted with permission: British Columbia Ministry of Education, Learning Resources Branch, 875 Viewfield Road, Victoria, British Columbia, V9A 4V1.

STRATEGY 4

Examine the different businesses in the community. What features do they have in common? How are they different? Brainstorm. Have students find other examples of businesses, and help them classify these; e.g., single owner, partnership, cooperative, conglomerate, multinational, crown corporation.

ACTIVITY 4 Module 1

Students should examine the businesses in their community in terms of how they are similar and how they differ. Ask them to note items such as the number of owners, focus of the business, clients, location, etc. Using the Business Comparison Survey provided, students might chart their findings to assist in clarification.

Students may notice that some businesses are owned by individuals, while others are owned by partners or groups of people. They may speculate on the amount of control a local business has over major decisions, as in franchises and larger corporations with head offices in other provinces or countries. Many, or all, of the businesses in an area may be single ownerships with satellite businesses relying heavily on a particular industry, as in farming communities, logging and trapping areas. Businesses can be classified as sole proprietorships, cooperatives, franchises, partnerships, crown corporations and multinational and conglomerate corporations. Students may require assistance categorizing each business, and teachers should assist them to learn identifying features.

See the Resources Correlation for this module. As well, the following organizations will assist teachers by providing pamphlets, speakers or teacher resource packages.

Alberta Consumer and Corporate Affairs
Third Floor
Capilano Centre
9945 – 50 Street
Edmonton, Alberta
T6A 0L4

Rural Education and Development Association
14815 – 119 Avenue
T5L 2N9
Edmonton, Alberta

**Note:** This activity can also be related to Activity 1 in Module 3.

## BUSINESS COMPARISON SURVEY

| Characteristics/Descriptors | Business No. 1 | Business No. 2 | Business No. 3 |
|---|---|---|---|
| Type of Ownership | e.g., Single Proprietorship | e.g., Partnership | |
| Focus of the Business | | | |
| Clients | | | |
| Location | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

STRATEGY 5

Interview an employer and an employee to determine the reason(s) why he or she chose to begin or operate a business, or not to do so. Have students share their results and discuss the findings. May wish to focus on similarities and/or differences found between employers and employees. Do they have common goals? If so, what? If not, why are there differences?

ACTIVITY 5 Module 1

Interview an employer and an employee to determine the reason(s) why that person chose to initiate/operate a business or to refrain from doing so. Some suggested interview questions follow. If this activity is undertaken during school hours, the appropriate approvals for release time should be completed. Be sure the students take along the Interview Evaluation Form provided, and have it signed by the person being interviewed.

Have students share their results, and allow for discussion of their findings. The teacher may also wish to focus on similarities and/or differences found between the various employers and employees interviewed. For example, did students notice if the persons interviewed had common goals? Students might hypothesize on the reasons for any differences. This could assist them in completing exercises in Module 4 on the skills of entrepreneurs and innovators.

STRATEGY 6

Use a case study of a business. Students outline how the community is affected by its presence/absence. Ask: "How do producers and consumers depend on one another?"

ACTIVITY 6 Module 1

Analyze one or more of the businesses existing in the community. Each student should outline how the community is affected by the presence of this business. Students might also hypothesize about the effect on the community, if the business were not there. Once students have completed this portion of the exercise, they could write a paragraph on the ways in which producers and consumers depend on each other within their own community, and hypothesize as to the degree in which this interdependence is found between consumers and producers in other communities. An alternative paragraph, or an ensuing one, could answer the question: "What would life in our community be like without business?"

**Note:** This activity relates to Activity 3 in Module 3.

## EMPLOYER INTERVIEW QUESTIONS

**TOPIC:** Comparison of an employer with an employee.

1. Are you satisfied with being an employer? Why?

   _____

   _____

   _____

2. What do you feel are the disadvantages of owning a business? Why?

   _____

   _____

   _____

3. What are your major goals in life?

   _____

   _____

   _____

4. Do you feel you could better reach your goals by being an employer or an employee? Why?

   _____

   _____

   _____

## EMPLOYEE INTERVIEW QUESTIONS

**TOPIC:** Comparison of an employee with an employer.

1. Would you prefer to own your own business rather than work for someone? If so, why?

2. What do you feel are the advantages of not owning a business?

3. What are your major goals in life?

4. Do you feel you could better reach your goals by being an employee or an employer? Why?

## INTERVIEW EVALUATION FORM

Student Name: _____ Assignment Number: _____

Topic: _____

Date of Interview: _____ Time: _____

Name/Position of Person Interviewed: _____

Business, Job, etc.: _____

Signature of Person Interviewed

_____

**Evaluation**

| | | |
|---|---|---|
| Set up for interview | _____ | /5 |
| Conduct interview | _____ | /5 |
| Prepare report | _____ | /5 |
| Oral report | _____ | /5 |
| TOTAL | _____ | /20 |

STRATEGY 7

Have students research ways in which they, as consumers, are made aware of products and services available to them. Discuss how advertisers and the mass media present products to consumers. Focus on creating an awareness of how buyers are affected by these forces in the purchasing choices they make; e.g., why do they believe one type of product to be better than another? How do they know? What factors influence their purchasing decisions? What makes them want a product/service? Research advertising standards.

ACTIVITY 7 Module 1

Students can discuss ways in which they, as consumers, are made aware of the products and services available to them in the marketplace. They will probably conclude that the primary way is through advertising. Have students analyze several advertisements in various media to identify the ways in which advertisers present products and services to the consumer. Students will also be interested in the regulations and standards that govern the advertising industry in Canada. For teacher resource material write to:

Canadian Advertising Foundation
Suite 402
350 Bloor Street East
Toronto, Ontario
M4W 1H5

Focus a discussion on creating student awareness of how they are affected by the advertising industry and how it influences their buying habits. To make the point, ask students to identify a common piece of clothing; for example, blue jeans. Have them name the "best" brand. They will probably identify one or two brand name products. Then ask them how they know, as a matter of fact, that these are the "best" jeans. They might reflect on their buying decision and analyze whether or not it was based on factual knowledge or a need/image created by a successful advertising campaign.

After this discussion, students will probably enjoy the opportunity to create their own advertisements. It is important that students demonstrate an awareness of some of the techniques used by the advertising industry. Students could present their advertisements to the class, and have their peers evaluate them as to whether or not they might be induced to buy the particular product or service. The following guide, Evaluating an Advertisement, identifies a possible set of criteria.

## EVALUATING AN ADVERTISEMENT

Product/service being advertised: _____

Advertising medium: _____

_____

I would buy the product being advertised because:

_____

_____

_____

_____

_____

_____

I would not buy the product being advertised because:

_____

_____

_____

_____

_____

_____

The most convincing part of the advertisement was:

_____

_____

_____

_____

_____

_____

Evaluator: _____
(Signature)

STRATEGY 8

Have students investigate environmental issues related to business. What business responses, or lack of them, are evident in the community? What can individuals do to raise environmental awareness and actively participate in conservation?

Select a local, provincial or national business. Write to the organization and request information on what changes the business has made to acknowledge and/or deal with environmental issues. For example, air quality, water purity, use of recycled materials, introduction of recycling programs, promoting environmental awareness.

Survey newspapers and magazines to locate examples of how the business community is responding to environmental concerns. List and discuss the adaptations of business. For example, recycling of plastic bags and newspapers, saving the earth programs, installation of special equipment.

**Note:** Students should be encouraged to address environmental issues when they develop their own business plans in Module 4.

Hold a contest whereby students can win prizes for the most plausible, and potentially lucrative means of using materials for recycling in entrepreneurial ventures.

## MODULE 2: ECONOMIC BASICS (MANDATORY)

Generalization

The development of a basic understanding of the Canadian economic system is dependent on a knowledge and understanding of basic economic concepts and principles and their application to the Canadian market system.

### SPECIFIC LEARNER EXPECTATIONS

Concepts

*Students will understand:*

- the effect(s) a mixed economy has on individuals and business within their community and province
- the role of government involvement in the marketplace; e.g., subsidies, laws, information
- economic issues that are predominant in contemporary society at local, provincial and national levels
- the importance of considering values in making economic and business decisions; e.g., environmental concerns, cultural issues.

Skills

*Students will:*

- use correctly the terms business cycle and economic cycle
- illustrate business and economic cycles; e.g., graphs, charts, using examples from actual business
- describe ways in which individuals and business benefit in a mixed economic system; e.g., profits, expanded choice
- describe ways in which individuals and business are limited in a mixed economic system; e.g., laws, competition
- list and define basic economic indicators; e.g., GDP, GNP
- interpret charts, graphs and tables of basic economic indicators
- explain how the supply/demand model functions in their community and province
- identify the advantages and disadvantages of competition in a mixed economy as it relates to local and provincial situations
- formulate an opinion on a current economic issue and state reasons for the opinion.

Attitudes

*Students will appreciate:*

- the need for objectivity in the formulation of opinions
- the need for a balance between individual and group needs, wants and values within a mixed economy
- the economic situation in their community and province.

STRATEGY 1

Students might research how governments are involved in the marketplace. This could be done individually or in groups. Government departments could be contacted by writing, by telephone or in person.

Students should gather support materials/publications and pool them in a resource file/binder for the entire class.

ACTIVITY 1 Module 2

Individually or in groups, students research how governments at various levels are involved in the marketplace. Each group should research a different government agency or department. While this activity takes a fair amount of time to complete, it is very worthwhile as it allows for the collection of resource material which can be used by the entire class for the duration of the course and provides for the recruitment of guest speakers. Before making inquiries, students should develop a set of questions. The formulation of questions can be a small group activity or a class brainstorming activity. Sample questions could include:

1. How is this agency/department/branch of government involved with the business community?
2. What services does this agency/department/branch offer to individuals or groups in the business community?
3. What is the basic philosophy of this agency/department/branch toward business?

Students should present their completed research information to the class. Peer- and self-evaluation forms can be used to determine the effectiveness of group presentations. At the end of this module are sample evaluation forms.

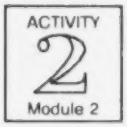
There are many government departments that can be contacted, either directly or by writing for information. Some contacts are:

- Alberta Career Development and Employment
- Alberta Consumer and Corporate Affairs
- Alberta Economic Development and Trade
- Alberta Energy
- Alberta Environment
- Alberta Human Rights Commission
- Alberta Tourism
- Alberta Treasury Branches
- Alberta Wheat Pool
- Alberta Women's Secretariat
- Alderman or Councillor
- Bank of Canada
- Cabinet Minister
- Energy, Mines and Resources Department [federal]
- Federal Business Development Bank
- Industry, Science and Technology Canada
- International Trade Center
- Mayor or reeve
- Member of Parliament Constituency Office
- Member of the Legislative Assembly Constituency Office
- Revenue Canada
- Western Economic Diversification

**Note:** This activity correlates with Activity 10 in Module 3.
Also see Other Learning Resources and Resource Agencies listed at the end of this manual.

STRATEGY 2

Create bulletin board displays of current/ongoing economic issues. Students gather the news items and hold regular discussions on the issues.




Initiate and maintain a bulletin board display on current economic issues. The students can assist in finding information for the display. Regular classroom discussions on the issues presented in the display should take place. Keeping the students actively involved in searching for material will assist them in taking charge of their learning and will keep the class aware of emerging issues in local, provincial, national and international arenas.

STRATEGY 3

Journals can be kept by students wherein a record of media items relating to economic concerns can be maintained. Encourage students to record their personal thoughts and feelings about the issues.

Keeping a journal is a useful way for students to keep track of their thoughts and feelings toward the information presented in the class. As news items and articles are posted on the bulletin board, as speakers present information, it is important that students have time to reflect and record their responses to the issue or information. Journal time should be built into the class on a regular basis (daily, weekly), to ensure that the students complete the journals. The journals can be shared with the teacher on a regular schedule, or as students require teacher input. This activity also allows the teacher to keep abreast of any areas where more teaching is required when student questions make it apparent. Alternatively, students can keep a scrapbook of media items related to business, and use the scrapbook as a record of events happening over the duration of the class. Students can summarize each article in their own words to indicate understanding, and these can be checked by the teacher for accurate interpretation.

STRATEGY 4

Debate the benefits and limitations of a supply/demand model of economics. The class could be divided into teams with some class members, local business people, and consumers acting as judges. Contact Alberta Debate and Speech Association for detailed information on debating. (See Other Learning Resources and Resource Agencies at the end of this manual

ACTIVITY 4 Module 2

Review the characteristics of the supply/demand model of economics found in the basic resource. Another way to demonstrate the manner in which the supply/demand model works is to bring to class a limited supply of some item that all the students would likely enjoy having, such as six cans of a soft drink, bags of snacks, etc. Distribute envelopes to each member of the class. Inside each envelope should be varying sums of "fun money". Tell students that the products will go to the highest bidder. The first item will go for a low price but as the supply decreases, the price the students are willing to pay will increase. Students may also pool their money to obtain the item for sale, thus demonstrating the advantages of partnerships and other group business ventures. This activity is enjoyed by students, but the teacher should check to ensure that the social studies teacher has not done a similar activity, as this would be unnecessary overlap. As a final activity, have students complete a chart wherein they indicate how the supply/demand model appears to be functioning in their community and province.

STRATEGY 5

Use a chart to identify the advantages and disadvantages of competition in a mixed economic system. Students might develop posters/collages to portray these visually.

ACTIVITY 5 Module 2

The disadvantages and advantages of a mixed economic system can be explored by having the students review the material in the basic resource. Students can demonstrate their understanding of these concepts by developing visual representations on the topic.

STRATEGY 6

Invite an economist to discuss economic indicators and why businesses need to be aware of them. Students could research current magazines/ newspapers to determine prevailing economic indicators and then develop an economic forecast for a fictional business.

ACTIVITY 6 Module 2

Invite an economist to class to describe and discuss economic indicators and why business people need to be aware of them. After the presentation, students should survey magazines and newspapers to find examples of economic indicators. Common economic indicators are: manufacturing labour hours, unemployment claims filed, numbers of consumer goods purchased, delayed deliveries of products, consumer confidence polls, building starts/permits issued, commodity prices, stock prices, money supply, numbers of new plants built and equipment ordered, and the inability of producers to fill orders for durable goods. After the survey of magazines and newspapers is completed, students can compose an economic forecast for their community and province. Once the students have completed their forecasts they can compare them to those in the *Economic Forecast: Provincial Outlook* published by the Conference Board of Canada. Copies of this document can be obtained by writing:

The Conference Board of Canada
255 Smyth Road
Ottawa, Ontario
K1H 8M7

After comparing the content of forecasts, students might wish to discuss the reasons for similarities and differences among them.

STRATEGY 7

Review common economic terms and/or create puzzles and games requiring vocabulary use and understanding.

ACTIVITY 7 Module 2

Reviewing vocabulary used in the modules can be achieved in two ways. First, the students could complete an exercise matching the economic word or term with the correct definition.

Another approach to the review of vocabulary requires the students to develop word search puzzles. A sample puzzle students could devise follows. The puzzle format should provide clues whereby another student can find the words. Each clue gives the first letter of the word being searched for, and the number of letters in the word. To earn bonus marks, students develop a puzzle in which the letters remaining uncircled spell out an additional word related to business and economics.

## ECONOMIC TERMS
(Modules 1 and 2)

| | |
|---|---|
| Economics | – The study of how a society organizes the provision of goods and services and the distribution of those goods and services to consumers. |
| Goods | – The material things produced by an economic system; e.g., cars, food, radios. |
| Services | – The skills provided by craftspersons, professionals and other workers in an economic system; e.g., medical treatment, education, TV repair, transportation (train, plane, bus, taxi). |
| Money | – Legal tender accepted in exchange for goods and services. Money is a "medium of exchange" and represents a "unit of labour" in that a given amount will purchase a certain value in goods and services. |
| Supply | – The amount of goods or services that will be offered at a certain price at a given time. |
| Demand | – The amount of goods or services that will be bought at a given price at a given time. |
| Price | – The monetary value of goods or services. |
| Cost | – The total amount of "overhead" or outlay for equipment, materials, labour and other expenses involved in producing goods and services. |
| Profit | – The return on the sale of goods or services above the production costs. |
| Competition | – More than one seller dealing in the same kind of product or service, and none dominating the market. |
| Resources | – Any form of wealth or the means of producing it. Resources, in the economic sense, include natural resources, human resources and capital resources. |
| Natural Resources | – Any resource obtainable directly from the land; e.g., minerals, petroleum, timber. |
| Human Resources | – The knowledge, skills and expertise available in the labour force of a nation or organization. |
| Capital Resources or Capital | – The financing (money or credit) and equipment (machines and buildings) required to produce goods and services. |
| Scarcity | – The economic concept that there is never enough of certain goods or services (any resource or product) to satisfy all wants. |
| Surplus | – The economic concept wherein a momentary overabundance of an economic good or service such that there are not sufficient buyers available to purchase all the goods or services produced at the time. |

| | |
|---|---|
| Credit | – The loaning of money against the promise to pay it back, along with interest, at a future date. |
| Interest | – A credit charge or amount of money required from a borrower in addition to the principal amount of a loan. |
| Principal | – The amount of money borrowed through a loan. If $10,000 is borrowed, the principal is $10,000. |
| Credit Rating | – The assessment of lending agencies (banks, trust companies, etc.) about the ability of a borrower to pay back a loan plus interest. |
| Efficiency | – Increasing the amount of production of goods and services by eliminating waste and improving procedures. |
| Monopoly | – The situation wherein one producer controls the market in providing particular goods or services. Monopoly holders determine supply and price. |

## ECONOMIC TERMS REVIEWED

(Modules 1 and 2)

Name: _____

_____ – The study of how a society organizes the provision of goods and services and the distribution of those goods and services to consumers.

_____ – The material things produced by an economic system; e.g., car, food, radio.

_____ – The skills provided by craftspersons, professionals and other workers in an economic system; e.g., medical treatment, education, TV repair, transportation (train, plane, bus, taxi).

_____ – Legal tender accepted in exchange for goods and services. Money is a "medium of exchange" and represents a "unit of labour" in that a given amount will purchase a certain value in goods and services.

_____ – The amount of goods or services that will be offered at a certain price at a given time.

_____ – The amount of goods or services that will be bought at a given price at a given time.

_____ – The monetary value of goods and services.

_____ – The total amount of "overhead" or outlay for equipment, materials, labour and other expenses involved in producing goods and services.

_____ – The return on the sale of goods or services above the production costs.

_____ – More than one seller dealing in the same kind of product or service, and none dominating the market.

_____ – Any form of wealth or the means of producing it. Resources, in the economic sense, include natural resources, human resources and capital resources.

_____ – Any resource obtainable directly from the land; e.g., minerals, petroleum, timber.

_____ – The knowledge, skills and expertise available in the labour force of a nation or organization.

_____ – The financing (money or credit) and equipment (machines and buildings) required to produce goods and services.

_____ – The economic concept that there is never enough of certain goods or services (any resource or product) to satisfy all wants.

_____ – The economic concept wherein a momentary overabundance of an economic good or service such that there are not sufficient buyers available to purchase all the goods or services produced at the time.

_____ – The loaning of money against the promise to pay it back, along with interest, at a future date.

_____ – A credit charge or amount of money required from a borrower in addition to the principal amount of a loan.

_____ – The amount of money borrowed through a loan. If $10,000 is borrowed, the principal is $10,000.

_____ – The assessment of lending agencies (banks, trust companies, etc.) about the ability of a borrower to pay back a loan plus interest.

_____ – Increasing the amount of production of goods and services by eliminating waste and improving procedures.

_____ – The situation wherein one producer controls the market in providing particular goods or services. Monopoly holders determine supply and price.

## ECONOMIC TERMS SEARCH PUZZLE

Clue: W – a place
10 Letters

M U L T I N A T I O N A L L A T I P A C
S C A R C I T Y L P P U S W S H A R E O
I B Y O S E L A S T S E R E T N I O A M
N A T I J O B B R I E F C A S E S D A P
V N U L P G O V E R N M E N T L V U E E
E K D O R U E N E R P E R T N E L C M T
S I N F L A T I O N N A O L R D O T P I
T O S E C I V R E S R X A T N N T I L T
M L L I K S T R I K E E I A O I E O O I
E C A L P T E K R A M S M M D S G N Y O
N S O R I E M O C N I E I U H A D O E N
T S I F N S T L A N D C A A S G U I R E
S C O I U S R E G E S T R A I N B N S E
E R M E V A L U E S L E T R A C O U T D
P N O I T C U D O R P F O S R O T C A F

A – Independent review of records to verify accuracy (5)
– Seek public attention for a product by paid printed notice or broadcast (11)
– Everything of value a person, family or business owns (6)

B – Business people carry these (10)
– Plan of estimate income and expenditures, used as a guide and/or for control (6)
– Some people go here to borrow money (4)

C – Organization of producing companies or nations who join together in a formal arrangement to set prices and determine production levels (6)
– Money used to start or expand a business; also the machinery, tools, raw materials, equipment, etc., used for production (7)
– Rivalry among sellers for the consumers' dollar (11)
– One who uses goods and services (8)

D – How much of a good or service people would like to have available (6)
– Another word for tax (4)

E – Study of production, distribution and consumption of goods and services (9)
– A person who's willing to take a business risk in order to make a profit (12)
– Organizations hiring people are their _____(8)

F – The material and human resources used to create a good or service (19)

G – They levy taxes to pay their expenses (10)
– Service stations sell this product (3) *in puzzle twice*

I – A gain measured in money that derives from labour, business or property (6)
– Amount paid for the use of money (8)
– A sum of money invested to make a profit (10)
– Increase in the general price level of consumer goods and services (9)

J – A piece of work (3)

L – To borrow money (4)
– One of the factors of production (4)
– Amount by which the cost exceeds the selling price (4)

M – Situation in the marketplace when there is only one producer but many buyers; lets the producer have power over price, quantity and quality of the product (8)
– Large company owning other smaller companies that are located in more than one country (12)
– Place where goods and services are offered for sale (11)
– You get valuable minerals from this (4)

N – A good or service that a person cannot do without (4)

O – A valuable natural resource (3)

P – How much a good or service costs (5)
– Manufacture of goods or supply of services (10)
– Amount left over after the cost of running a business has been paid (6)

S – To stop work in order to obtain a change in conditions of employment (6)
– Quantities of goods or services offered for sale at a particular time or at one price (6)
– Central idea of economics, unlimited wants, limited resources (8)
– Work done for others (8)
– Part ownership in a corporation (5) *in puzzle twice*
– Ability to use one's knowledge to do something effectively (5)
– To seek justice or right by bringing legal action (3)
– Transfer of ownership of property from one person to another in return of money (5)

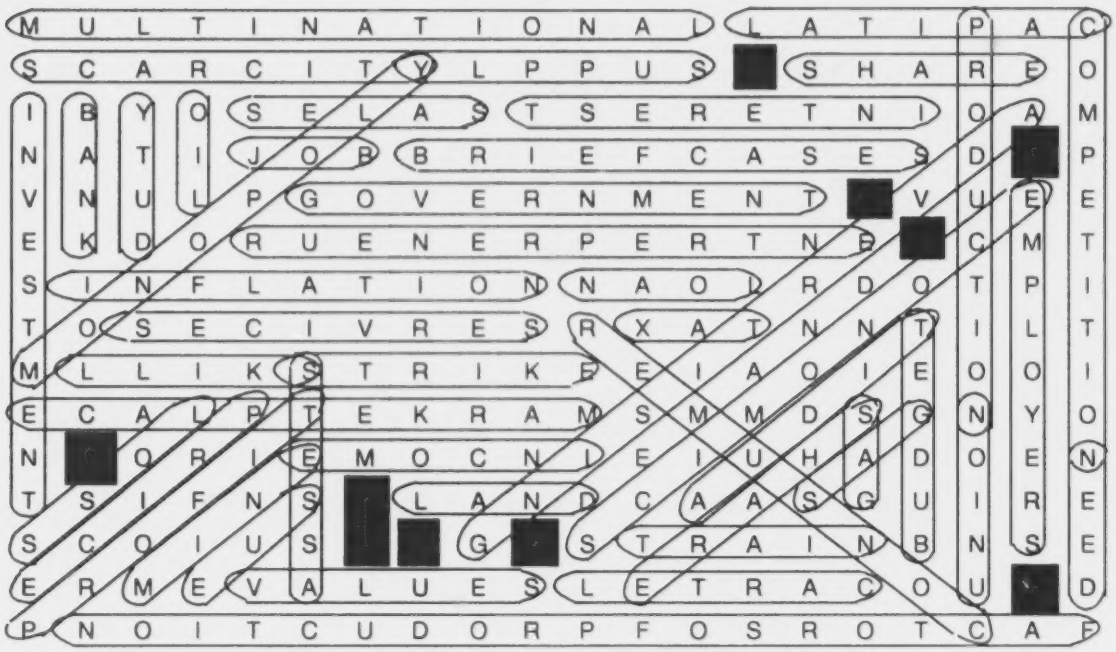
T – To form by instruction, discipline or drill (5)
– Charge of money, imposed by authority upon persons or property for public purposes (3)

U – An organization of workers (5)

V – How much services or goods are worth (6)

## ECONOMIC TERMS SEARCH PUZZLE KEY

Clue: W — a place
10 Letters
Solution: Wallstreet




A – Independent review of records to verify accuracy (5) **AUDIT**
– Seek public attention for a product by paid printed notice or broadcast (11) **ADVERTISING**
– Everything of value a person, family or business owns (6) **ASSETS**

B – Business people carry these (10) **BRIEFCASES**
– Plan of estimate income and expenditures, used as a guide and/or for control (6) **BUDGET**
– Some people go here to borrow money (4) **BANK**

C – Organization of producing companies or nations who join together in a formal arrangement to set prices and determine production levels (6) **CARTEL**
– Money used to start or expand a business; also the machinery, tools, raw materials, equipment, etc., used for production (7) **CAPITAL**
– Rivalry among sellers for the consumers' dollar (11) **COMPETITION**
– One who uses goods and services (8) **CONSUMER**

D – How much of a good or service people would like to have available (6) **DEMAND**
– Another word for tax (4) **DUTY**

E – Study of production, distribution, and consumption of goods and services (9) **ECONOMICS**
– A person who's willing to take a business risk in order to make a profit (12) **ENTREPRENEUR**
– Organizations hiring people are their _____(8) **EMPLOYERS**

F – The material and human resources used to create a good or service (19) **FACTORS OF PRODUCTION**

G – They levy taxes to pay their expenses (10) **GOVERNMENT**
– Service stations sell this product (3) *in puzzle twice* **GAS**

I – A gain measured in money that derives from labour, business or property (6) **INCOME**
– Amount paid for the use of money (8) **INTEREST**
– A sum of money invested to make a profit (10) **INVESTMENT**
– Increase in the general price level of consumer goods and services (9) **INFLATION**

J – A piece of work (3) **JOB**

L – To borrow money (4) **LOAN**
– One of the factors of production (4) **LAND**
– Amount by which the cost exceeds the selling price (4) **LOSS**

M – Situation in the marketplace when there is only one producer but many buyers; lets the producer have power over price, quantity and quality of the product (8) **MONOPOLY**
– Large company owning other smaller companies that are located in more than one country (12) **MULTINATIONAL**
– Place where goods and services are offered for sale (11) **MARKETPLACE**
– You get valuable minerals from this (4) **MINE**

N – A good or service that a person cannot do without (4) **NEED**

O – A valuable natural resource (3) **OIL**

P – How much a good or service costs (5) **PRICE**
– Manufacture of goods or supply of services (10) **PRODUCTION**
– Amount left over after the cost of running a business has been paid (6) **PROFIT**

S – To stop work in order to obtain a change in conditions of employment (6) **STRIKE**
– Quantities of goods or services offered for sale at a particular time or at one price (6) **SUPPLY**
– Central idea of economics, unlimited wants, limited resources (8) **SCARCITY**
– Work done for others (8) **SERVICES**
– Part ownership in a corporation (5) *in puzzle twice* **SHARE**
– Ability to use one's knowledge to do something effectively (5) **SKILL**
– To seek justice or right by bringing legal action (3) **SUE**
– Transfer of ownership of property from one person to another in return of money (5) **SALES**

T – To form by instruction, discipline or drill (5) **TRAIN**
– Charge of money, imposed by authority upon persons or property for public purposes (3) **TAX**

U – An organization of workers (5) **UNION**

V – How much services or goods are worth (6) **VALUES**

**Sample Student Evaluation Scheme for Module 2**

The following sample student evaluation scheme combines peer, self and teacher evaluation.

Activity 1

| | | | |
|---|---|---|---|
| Peer | – Evaluation Work Sheet: | Group Presentation | 10 |
| Student | – Evaluation Work Sheet: | Oral Presentation | 10 |
| Teacher | – Evaluation Work Sheet: | Making a Presentation | 10 |
| | Evaluation Work Sheet: | Participation in Classroom Oral Activities | 10 |
| | | Total | /40 |

**Note:** Sample evaluation forms follow.

Activity 2

Participation in classroom discussions held during the module were assigned a value of 40 marks. Students also received 2 bonus marks for each article contributed to the bulletin board (to a maximum of 10). The total for this ongoing Module 2 activity was 60 marks.

Activity 3

The journals were assigned a total of 30 marks. Marks were based on completion of the journal and expression of reactions to business and economic issues discussed in class.

Activity 4

The value for the completed chart was 10 marks, based on completeness and accuracy.

Activity 5

The collages and posters were assigned a value of 15 marks, based on visual appeal (5 marks) and the ability to convey the concepts of advantages and disadvantages to a mixed economic system (10 marks).

Activity 6

Marks were assigned for completion of an economic forecast for both local and provincial communities. Each forecast was assigned a value of 20 marks. Marks were assigned on the basis of inclusion of common economic indicators (5 marks), feasibility of the predictions (10 marks) and the inclusion of charts or graphs to support their conclusion (5 marks). The total value for this assignment was 40 marks.

Activity 7

The matching exercise was used to get the students thinking about the vocabulary terms used in Modules 1 and 2 and was not assigned a mark value. The word search puzzles were evaluated by both the teacher and one peer who completed the puzzle. The total mark value for the word search puzzle was 20 marks, 10 marks assigned by the peer and 10 marks assigned by the teacher. Puzzles were evaluated on the basis of completeness and level of difficulty.

## EVALUATION WORK SHEET: GROUP PRESENTATION

Grade/Class: _____ Date: _____

Group Members: _____

Assignment: _____

**Checklist**

| | | |
|---|---|---|
| 1. | Did presentation satisfactorily address the assignment? | YES NO |
| 2. | Did presentation show evidence of careful planning? | YES NO |
| 3. | Was it well practised or rehearsed? | YES NO |
| 4. | Was there a clear introduction? | YES NO |
| 5. | Did it come to a satisfying conclusion? | YES NO |
| 6. | Was it easy to follow? | YES NO |
| 7. | Was there evidence that the audience had been considered? | YES NO |
| 8. | Were all group members equally involved? | YES NO |

| **Overall Rating** | Unsatisfactory | | | | | | | | | | Superior |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Preparation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Presentation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Comments and Suggestions**

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## EVALUATION WORK SHEET: ORAL PRESENTATION

**Directions:** Indicate how satisfied you feel about the following features of your topic, preparation and presentation by checking the appropriate line.

| **TOPIC** | **Not at All** | **A Little** | **Quite** | **Very** | **Extremely** |
|---|---|---|---|---|---|
| Interesting to me | _____ | _____ | _____ | _____ | _____ |
| Interesting to audience | _____ | _____ | _____ | _____ | _____ |
| Appropriate for assignment | _____ | _____ | _____ | _____ | _____ |
| **PREPARATION** I was able to: | | | | | |
| Find sufficient information | _____ | _____ | _____ | _____ | _____ |
| Select the information that was appropriate for my speech | _____ | _____ | _____ | _____ | _____ |
| Organize my ideas so the audience could follow easily | _____ | _____ | _____ | _____ | _____ |
| Develop an effective opening | _____ | _____ | _____ | _____ | _____ |
| Develop an effective closing | _____ | _____ | _____ | _____ | _____ |
| Prepare useful note cards | _____ | _____ | _____ | _____ | _____ |
| Practise until I was confident about my presentation | _____ | _____ | _____ | _____ | _____ |
| **PRESENTATION** I was able to: | | | | | |
| Feel confident and poised | _____ | _____ | _____ | _____ | _____ |
| Speak clearly | _____ | _____ | _____ | _____ | _____ |
| Speak with expression | _____ | _____ | _____ | _____ | _____ |
| Speak fluently with few pauses or hesitations | _____ | _____ | _____ | _____ | _____ |
| Make contact with the audience | _____ | _____ | _____ | _____ | _____ |
| Use my notes effectively | _____ | _____ | _____ | _____ | _____ |
| Follow the plans I had made | _____ | _____ | _____ | _____ | _____ |

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## EVALUATION WORK SHEET: MAKING A PRESENTATION

Name: _____ Date: _____

Task/Topic: _____

_____

| | Weak | Fair | Good | Very Good |
|---|---|---|---|---|
| 1. Spoke clearly and audibly | ☐ | ☐ | ☐ | ☐ |
| 2. Showed interest and enthusiasm through voice/gestures | ☐ | ☐ | ☐ | ☐ |
| 3. Showed awareness of audience | ☐ | ☐ | ☐ | ☐ |
| 4. Spoke fluently | ☐ | ☐ | ☐ | ☐ |
| 5. Showed presence/confidence through stance | ☐ | ☐ | ☐ | ☐ |
| 6. Stayed on topic | ☐ | ☐ | ☐ | ☐ |

**Overall Rating**

Weak ☐ Fair ☐ Good ☐ Very Good ☐

**Comments**

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## EVALUATION WORK SHEET: PARTICIPATION IN CLASSROOM ORAL ACTIVITIES

Name: _____ Date: _____ to _____

**Instructions:** Use the following scale to rate each aspect of classroom behaviour. Space is provided at the bottom for a summary comment and an overall score or rating if one is desired. Note that the overall rating need not be the "average" of the individual items—some items may be more important than others and thus should be weighed more heavily in determining the overall score.

**Rating Criteria:**
1. Never. May be obstructive or uncooperative.
2. Rarely. Usually needs prompting.
3. Occasionally. Varies by activity or topic.
4. Frequently. Observed in a variety of activities.
5. Characteristic of this student. A definite strength.

| | | | | | |
|---|---|---|---|---|---|
| 1. Answers questions in class. | 1 | 2 | 3 | 4 | 5 |
| 2. Volunteers observations or ideas. | 1 | 2 | 3 | 4 | 5 |
| 3. Asks questions for clarification. | 1 | 2 | 3 | 4 | 5 |
| 4. Answers questions or offers observations that prompt or extend class discussion. | 1 | 2 | 3 | 4 | 5 |
| 5. Follows oral instructions accurately. | 1 | 2 | 3 | 4 | 5 |
| 6. Supports and encourages other students. | 1 | 2 | 3 | 4 | 5 |
| 7. Listens attentively and courteously to the teacher. | 1 | 2 | 3 | 4 | 5 |
| 8. Listens attentively and courteously to other students. | 1 | 2 | 3 | 4 | 5 |

**Summary Comments and Score**

Adapted from *Enhancing and Evaluating Oral Communication in the Secondary Grades: Teacher's Resource Package*, Ministry of Education of British Columbia, Student Assessment Branch, 1988, p. 3:48. Reprinted with permission: British Columbia Ministry of Education, Learning Resources Branch, 875 Viewfield Road, Victoria, British Columbia, V9A 4V1.

## MODULE 3: BUSINESS INNOVATION (MANDATORY)

Generalization

One's motivation to excel, willingness to take risks and the ability to learn from mistakes is developed through life experiences.

The development of a creative, innovative approach to problem solving and decision making in personal and career situations is made possible through the application of systematic thinking processes.

### SPECIFIC LEARNER EXPECTATIONS

Concepts

*Students will understand*:

- the need for flexibility and adaptability in future career decisions
- the role of exploration in determining career paths
- the diverse reasons governing people's decisions to start and operate a business or to refrain from doing so; e.g., independence, risk, creativity, resources
- the ways in which various legal forms of business ventures affect individual choices related to career opportunities; e.g., franchises, cooperatives, private ownership
- local, provincial and national initiatives that reflect innovative approaches to business.

Skills

*Students will*:

- use correctly the terms opportunity, innovation and entrepreneur to communicate with others about business
- identify skills, characteristics, personality traits and qualities that are common to innovators, entrepreneurs
- identify what skills they currently have that are characteristic of innovators, entrepreneurs
- explore ways of developing skills that will enhance innovative/entrepreneurial aspects of their lives
- identify self and externally imposed limitations on innovative problem solving and decision making
- develop a personal action plan for overcoming limitations in their lives that can hamper innovative problem solving and decision making
- describe ways in which innovative approaches are being encouraged and/or discouraged by local, provincial and federal governments
- examine at least three occupations that require innovative problem solving and decision making and assess the possibility of pursuing such occupational goals in their future
- investigate the ways in which the various legal forms of business found in their local and provincial communities provide opportunities for innovation.

Attitudes

*Students will appreciate*:

- that innovation and flexibility are important to society in light of technological change; e.g., workplace, career choices
- that everyone, regardless of gender, ethnicity, or age has the potential to develop innovative approaches to business
- that a problem can be approached from many perspectives
- that skills and attitudes can be developed and/or changed.

Before beginning this module, it is suggested that the Business Studies 9 teacher discuss the outline for this module with the health and personal life skills teacher. Consultation between the two could avoid overlap and duplication and result in complementary activities.

STRATEGY 1

Guest speakers can be invited to describe their particular form of business ownership in a panel format.

Students should be prepared to ask questions of the panel.

ACTIVITY 1 Module 3

Using a panel format, representatives from cooperatives, franchises, sole proprietorships, partnerships, crown corporations and other forms of business ownerships can be invited to the class. The focus of the panel should be related to the following questions.

1. What makes the organization unique?
2. How are decisions made within the organization?
3. How does the organization interact with the community?
4. Under what special guidelines/restrictions do they operate, if any?

Students can brainstorm questions ahead of the presentation in order to ensure that they receive the information they want from the sessions. All students could write thank you letters to the presenters and, as a group, choose those to be mailed.

**Note:** This activity is related to Activity 4 in Module 1.

STRATEGY 2

In small groups, students can brainstorm the ways in which business affect their lives. Each group could develop a chart divided into present and future columns, and these charts shared in a class discussion.

ACTIVITY 2 Module 3

In this activity, students brainstorm an answer to the question: "How does business currently affect your life, and how might it do so in the future?" Students can work in small groups, each group having a chairperson and a recorder. Remind students that all answers must be recorded and that in brainstorming no validation of responses is required. Each group should develop a chart that identifies the ways in which business affects their lives at the present time, and how it will do so in the future. The charts should then be shared with the class, and a discussion of the similarities and differences among responses can be conducted.

**Note:** This activity corresponds to Activity 1 in Module 1.

STRATEGY 3

Individually, students prepare a presentation on how business affects their lives.

ACTIVITY 3 Module 3

In Activity 2 of this module, students discussed the ways in which business currently affects their lives, and how it may do so in the future. To allow students to express their personal notions of this topic, they can develop a song, poem, collage, poster or short story, either current or futuristic in nature, that can be shared with the class.

**Note:** This activity relates to Activity 6 in Module 1.

STRATEGY 4

Invite the school counselor or a human relations officer from a local business to talk to the class about career decision making. Focus should be on the need to:

1. explore various vocational paths
2. keep as many options open as possible
3. find ways of researching possible career options.

ACTIVITY 4 Module 3

To assist students in their thinking about possible vocations and ways in which they want their career paths to go, discuss the decision-making process you can recall using before becoming a teacher. What vocational options did you consider? How were other vocational options eliminated? Did you make use of counselling services? Which persons helped to influence your decision? How did you keep your options open? How did you find out about the teaching profession? What skills did you have that made teaching a viable vocational choice? Have you ever pursued other vocational options since becoming a teacher? Summarize the decision-making process you used by noting the following points.

1. It is important to keep your options open.
2. Explore a variety of vocational options before settling on one.
3. Be flexible. Circumstances in life may require you to make a vocational change at some future point in your career.
4. Career decision making is an ongoing process.
5. Make use of the various counselling opportunities available to you.

STRATEGY 5

Have students attend a local or regional career fair.

ACTIVITY 5 Module 3

Several high schools and post-secondary institutions hold annual career fairs. If possible, attend one as a class field trip, or have individual students attend. The checklist Occupation/Education Investigation provided, is a useful guideline for students attending such an event as it highlights questions that should be asked when exploring a possible occupation or further education. Students can share their findings with the rest of the class by making lists of careers/studies explored, comparing requirements, discussing potentials, etc.

STRATEGY 6

An alternative to a career fair or a career day is to provide students with the opportunity to job shadow an employee of a local business. A pairing involving a student and parent has proven to be successful.

ACTIVITY 6 Module 3

A very successful activity highlighting awareness of an occupation, is job shadowing. If possible, students can go to the workplace of a parent or volunteer to learn what actually comprises the typical workday of persons in various occupations. If this type of activity is too disruptive to school routine, schedule a field trip for the class to a large business in the community. Students could tour the facility, talk to the personnel manager, and then be partnered with an employee for the rest of the time available. Have students record and share their observations with the rest of the class.

## OCCUPATION/EDUCATION INVESTIGATION

What questions should a student ask about an occupation or educational institution in which he or she is interested? The following list is intended to assist in collecting information.

### Investigating an Occupation

1. Nature of Work
   a. What does the typical worker do in this job?
   b. Are the tasks involved with people, things or ideas?
   c. Are there fields of specialization?
   d. What is the present number of workers?
2. What are the Qualifications?
   a. Where can one get appropriate training?
   b. After training, how does one go about securing employment?
   c. What are the opportunities for advancement?
3. Future Outlook
   a. What is the general outlook for workers?
   b. What are the basal and ceiling salaries?
4. Working Conditions
   a. What conditions exist (noise, temperature, hazards, amenities, etc.)?
   b. What personal work satisfaction is possible?
   c. What are the fringe benefits (types of insurance, etc.)?
5. Where Can More Information Be Obtained?
   a. Are there local workers?
   b. Can the training school, college, etc., be visited?

### Investigating an Educational Institution

1. Available Programs
   a. What institutions offer programs similar to one's interests?
   b. Is the program mainly theoretical or applied?
   c. Are credits transferable to other institutions?
   d. What is the duration of the program?
   e. How well is the institution equipped to offer the course?
   f. How many students are in the program?
2. Admission Requirements
   a. What high school subjects are required?
   b. Is transfer between programs possible?
   c. Are entrance exams required?
   d. Is there a registration quota?
   e. What is the deadline for applications?
3. Expenses
   a. What is the cost of rooms, tuition, books, etc.?
   b. What financial assistance is available?
4. Location
   a. What added costs are involved?
   b. Are there advantages to studying in this area?
5. Employment Outlook
   a. What percentage of graduates find employment?
   b. What are the future trends for employment?
   c. What are the basal and ceiling salaries for graduates?

STRATEGY 7

Organize a career day for the students. Invite representatives of various businesses to speak and/or present information; e.g., booths in a gymnasium such as the format for convention displays. It is essential that students have the opportunity to talk with as many different business people as possible.

ACTIVITY 7 Module 3

Have the class organize and sponsor a career day for the school. The students can work with the counsellor in inviting guest speakers, being official hosts and hostesses to the presenters, and in soliciting input from their peers. If this activity is attempted, there are some basic guidelines to follow.

First, survey the students in your school to determine the types of occupations in which they are interested. As much as possible, use this list as a guide for the selection of speakers to be invited. Second, talk to the school counsellor. The counsellor may have listings of possible persons willing to be speakers at a career day. If the resources here are limited, make use of your personal network and those of your teaching colleagues. Invite the speakers by letter, and arrange for formal confirmation of their attendance. In the invitation, ask them to keep their presentations as varied as possible by using anecdotes, visual aids and other materials. It is also wise to have the presenters bring with them handouts or pamphlets about their occupation for distribution to the class, or for a display. The presenters should also be prepared to answer questions regarding the education/training/skills necessary to be successful in the occupation.

The third step is assigning students to sessions. Each student should be signed up for all the session times being offered; for example, going to hear three speakers, if three sessions are being offered. For attendance purposes, students can be given cards with their names and sessions identified (one card for each session). When the students enter a session, they give their card to the presiding teacher. An important note is that a teacher always be present at each session, to introduce and thank the speakers and act as a facilitator in the question period that should end each session.

It is also necessary to arrange for guest parking, greeters, a room for coats and refreshments, and thank you letters. It might also be useful to ask the presenters if they would be willing to return to speak to a class at a future date. This information can be filed as a reference for all teachers in the school, and can add to an ongoing speakers' bureau for your community.

Allow students time to reflect on their experiences. They might keep a folder on the vocations they examined, and be encouraged to research these and other occupations throughout the year.

STRATEGY 8

In essay format, students could answer the question: "What would my life be like without a business influence?" Alternatives could be plays, skits, videos on the same theme.

ACTIVITY 8 Module 3

Students should be asked to reflect on the question: "What would life be like without the influence of business?" After allowing time for discussion with their peers, students can then work in groups to prepare a skit, play, video or tape recording of life without business as consumers in a mixed economic system know it. The final products should be shared with the class.

Some guidelines for each of the alternatives are:

- written script must be handed in to the teacher
- video or tape should be handed in to the teacher
- evaluation will be based on evidence of creative thinking, relevance to topic and audience appeal.

To assist students in getting started, ask them to identify a possible scenario in which this situation might arise. For example, it may arise at school, and when the student goes to sleep that night, a dream occurs revolving around a life wherein business has disappeared. Another option is to compose a musical question-and-answer tape using contemporary songs with spoken questions interspersed. Remind students that the most effective presentations are based on real life situations gone awry, that is, work from something they know.

STRATEGY 9

Using several of the brochures and booklets available from Alberta Consumer and Corporate Affairs, students can create a profile of an entrepreneur/innovator. Emphasis should be on what is unique about such individuals.

ACTIVITY 9 Module 3

Based on their observations and research of several business persons, students make up a composite picture of the skills, attitudes, goals and knowledge of an entrepreneur or innovator.

Using print media articles, interviews, case studies; students do research and report on successful and unsuccessful entrepreneurs and innovators. They could analyze and give opinions on what they consider to be the two or three main elements contributing to the success, or lack of success, experienced by entrepreneurs/innovators.

STRATEGY 10

Students research government agencies at all levels that have programs to assist entrepreneurs/innovators.

ACTIVITY 10 Module 3

Several government agencies at local, provincial and federal levels have programs to assist entrepreneurs/innovators. Students should be encouraged to research these agencies. Guest speakers can be invited to class to discuss programs offered to entrepreneurs and innovators by these agencies. Consider inviting entrepreneurs from organizations such as the Chamber of Commerce or Junior Achievement to speak on the issue of how government programs/policies inhibit/enhance entrepreneurial/ innovative approaches. Students also need to be encouraged to think about the possible ways in which government control might inhibit innovation.

**Note:** This activity relates to Activity 1 of Module 2.

STRATEGY 11

Given fictional case studies, the students could examine ways in which entrepreneurial/innovative approaches to a situation might solve a problem.

ACTIVITY 11 Module 3

Given case studies of business problems, students are encouraged to think of ways in which entrepreneurial or innovative approaches might affect the situation and lead to a solution. Students could prepare an outline of which government agencies could assist them in their planning. Alternatively, students identify ways in which these same agencies might inhibit their approach to problem solving. Students should be encouraged to identify organizations other than government that could provide assistance in implementing their plan through information, funding, peer support, etc. Students elaborate on their outline with a written summary of how they feel the problem could be solved, what government agencies might be involved and in what capacity. Include in the summary what non-governmental groups or agencies might also assist in solving the problem.

STRATEGY 12

Students devise a personal profile of how they are similar/dissimilar to entrepreneurs/innovators. As a class, students could brainstorm ways to develop these characteristics in themselves. Another question could be: "Should everyone be an entrepreneur/innovator?"

ACTIVITY 12
Module 3

Students develop a four-paragraph essay detailing whether or not they feel themselves to be an entrepreneurial or innovative type. A possible outline for the essay is:

Paragraph 1: What personal traits do I have that would make me an entrepreneur/innovator?

Paragraph 2: What are some personal weaknesses that would need to be overcome to make me an entrepreneur/innovator?

Paragraph 3: What steps could I take to minimize my weaknesses and capitalize on my strengths?

Paragraph 4: Give a personal opinion as to whether or not I am likely to be, or would desire to be, an entrepreneur/innovator.

Two useful booklets that are available to teachers: *Are You Cut Out to Be an Entrepreneur?*, and *Skills Are Your Passport*. They contain exercises that help students focus on the skills and personal traits required to be successful entrepreneurs and innovators. For further information, write:

Alberta Career Development and Employment
Information Development and Marketing
9th Floor, City Centre Building
10155 – 102 Street
Edmonton, Alberta
T5J 4L5

STRATEGY 13

The role of women in business development and innovation can be enhanced in many ways. Statistics Canada publishes a quarterly journal, *Canadian Social Trends*, containing articles on women and their participation in the labour market.

ACTIVITY 13 Module 3

The role of women in business can be enhanced in several ways.

1. The Stepping Stones program developed by the Alberta Women's Secretariat offers a speaker program and teacher support materials dealing with the role of women in non-traditional occupations. For further information contact:

   Alberta Women's Secretariat
   8th Floor, Kensington Place
   10011 – 109 Street
   Edmonton, Alberta
   T5J 3S8

   Request the *Stepping Stones Teacher Information and Resource Kit* (previously distributed to every school in Alberta in care of the school counsellor).

2. Students survey local businesses to determine the ways in which women are involved in and contributing to business.
3. Ensure that some of the speakers invited to class are women.
4. The Canadian Advisory Council on the Status of Women has several resources available upon request. One booklet that students will find particularly interesting is *Women Entrepreneurs*. It cites several females who have been successful in entrepreneurial areas, and can be obtained by writing:

   Canadian Advisory Council on the Status of Women
   Regional Office
   Room 270
   220 – 4 Avenue SE
   Calgary, Alberta
   T2P 2L6

STRATEGY 14

View the video "The Entrepreneur".

ACTIVITY 14 Module 3

The video "The Entrepreneur" is available from Alberta Career Development and Employment. This video profiles the story of a young entrepreneur, and helps to illustrate decision-making skills.

## MODULE 4: ENTREPRENEURSHIP (MANDATORY)

Generalization

A spirit of moderate and rational risk taking, a setting for creative and innovative thinking and opportunities for intuitive learning are fostered in the development, implementation and management of an entrepreneurial initiative.

The application of entrepreneurial attitudes and aptitudes in organized entrepreneurial activity enhances the development of self-awareness and self-confidence.

### SPECIFIC LEARNER EXPECTATIONS

Concepts

*Students will understand*:

- the importance of planning in personal and business spheres
- the necessity for conducting thorough research before initiating business ventures.

Skills

*Students will*:

- identify an area of interest for possible entrepreneurial activity
- develop a method for evaluating the selected entrepreneurial activity
- evaluate a selected area of interest for possible entrepreneurial activity
- develop a plan for an entrepreneurial activity
- evaluate the plan for implementation potential
- seek the opinion of others with regard to individual activity plans.

Attitudes

*Students will appreciate*:

- the need for planning in relation to business and/or not-for-profit ventures
- the importance of self-awareness and self-confidence in initiating and following through on plans
- the importance of cooperation in successful business ventures.

STRATEGY 1

Students identify and investigate possible areas of entrepreneurial activity.

ACTIVITY 1 Module 4

Students could survey several members of the community, soliciting their opinions about what products/services appear to be needed.

To assist students in their identification of possible areas of entrepreneurial activity, have them look through local newspapers. The business sections/advertisements will help them to highlight areas for activity and interest. They should be encouraged to list reasons why there is room for further activity and why this field of business appeals to them.

Alternatively, students develop a survey to be taken in their school. Solicit information on the types of services or products that students would like to have offered in their school or community. Students select three areas identified by their peers, and devise ways in which to meet the needs of the potential consumers.

STRATEGY 2

Have students create a proposed business and do a market survey of three to five potential customers about their proposal.

ACTIVITY 2 Module 4

Using the project Starting Your Own Business, students can develop a potential business logo, means of identifying a product, a merchandising plan, an advertisement promoting a proposed product or service, and discuss pricing and methods of selling.

Once the project has been completed, students could interview three to five potential customers for reactions to their proposals. Example questions are:

1. Where do you prefer to shop?
2. Where do you presently buy a product or service similar to the one proposed?
3. Would you consider buying the proposed product or service? Why or why not?
4. What is your reaction to the proposed product or service, logo, location, merchandising and advertising ideas?

## STARTING YOUR OWN BUSINESS

There are several objectives to this project.

1. To allow a student to design a specific type of retail business.

2. To introduce a variety of considerations, a prospective retailer would need to make decisions in a logical and sequential way yet adding a personal and individualized aspect to each step.

3. To provide an application portion to each of the major aspects of a retail business studied in class.

4. To provide an interesting project for the student to do and the teacher to mark.

In order for the objectives of this project to be achieved, the following aspects of the project must be adhered to.

1. It must be a retail store that sells to consumers like you and me and contains no manufacturing or wholesaling aspects.

2. It must be a storefront operation versus non-storefront (mail order, telephone, direct, vending machine, etc.).

3. It must supply products (versus a service business) although servicing can be available for the product line. The business must be a sole proprietorship.

### PROJECT EVALUATION

Each project must cover the answers to the question contained within the handout in order to pass the project (60%). The way the information asked is presented, the extra information and effort put into the project, the samples, artwork, promotional matter, etc., that are chosen to add to make the project individualistic and represent effort, will raise the mark up to a maximum of 100%.

### PROJECT SETUP

- Written portion of project in a duotang with a cover sheet.
- Pages numbered.
- Name clearly printed on any additional pieces of work being handed in, in addition to the duotang.
- Project loses 10 marks off per day, if not handed in on due date.

### INTRODUCTORY DATA RE YOUR BUSINESS

1. What is your product line?

2. Why is this product line of interest to you?

3. Who would be your target market?

4. What competitors provide the same or similar product line?

5. Why should people want to specifically deal with you?

6. What special qualifications do you have that will help you make your business successful?

7. What will you call your store?

8. Why is this name effective?

9. What typography suits your business and why?

10. What colour/colours suit/suits your business and why?

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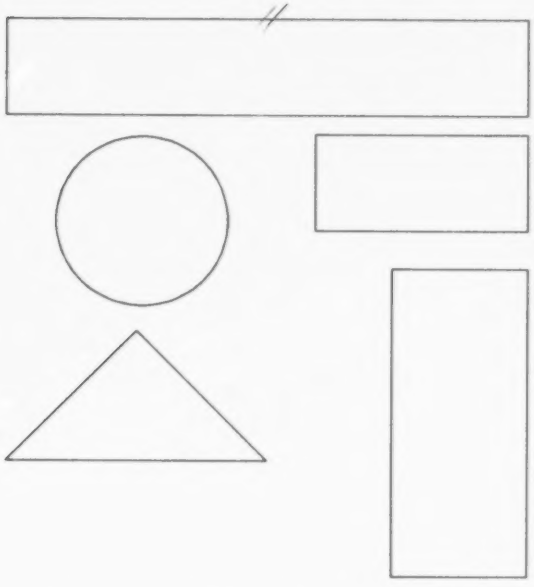
Adapted from K. Kay Allen, "Starting Your Own Business", *Ontario Business Education Association Newsletter*, Summer 1988. Reproduced by permission of the author.

## BUSINESS OR PRODUCT IDENTIFICATION

1. Your name appears on your storefront. In the appropriate colour and typography, draw it on one or more of the shapes provided, or draw a shape that is more appropriate.

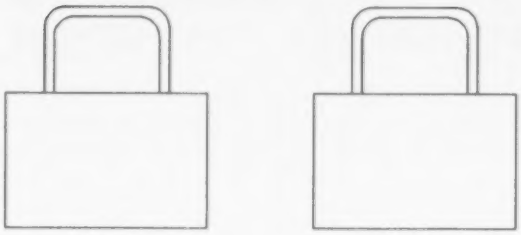


2. The most successful businesses are represented by a symbol or logo that can be used on your business cards, shopping bags or print advertisements effectively. It may be hard to design one, but draw one or more possibilities in the space provided. Explain why effective.

3. What information should every business card contain? Design a standard size business card showing both sides. Show the colour and lettering style that will actually be used. Explain why effective.

FRONT BACK

4. Show a possible shopping bag design. Explain why effective.



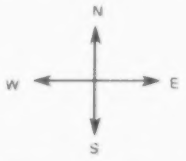
FRONT BACK

Would you actually provide a bag of this type? Explain why or why not.

5. Design a jingle or slogan that would be effective for your business.

## EFFECTIVE LOCATION

1. You must pick an actual street and spot that exists. There might be a business there already and it might always be there, but you can still say that is where you ideally would like to be. Draw a map and show 5 blocks on all sides or 1 kilometre in each direction. All maps must have North at the top.

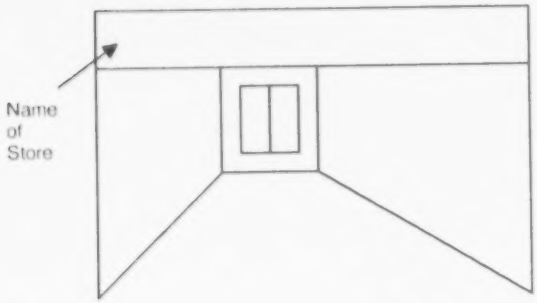



Show all major streets, public transit stops, bodies of water and railways; indicate any commercial and residential areas that presently exist. Write a short paragraph under your map explaining why your location is effective for your particular target market.

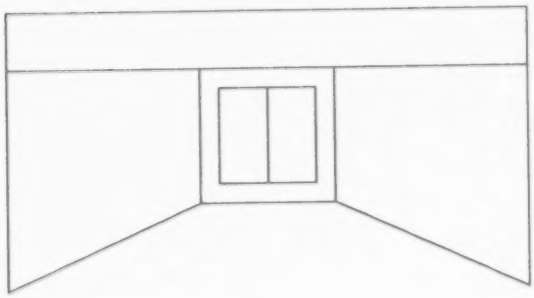
## VISUAL MERCHANDISING

1. Assume your front window looks like the outline below. Fill in the outline in colour, being sure your store sign is done in the typography that suits your store. Draw in mannequins/signs, etc, that you would use.

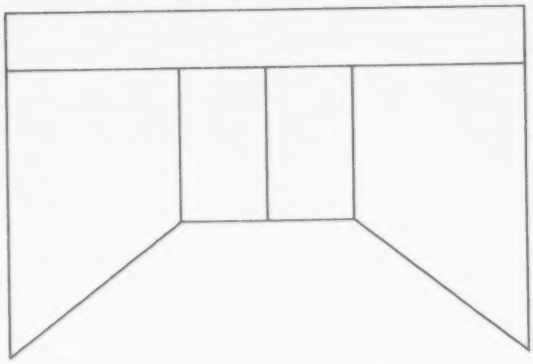
   a. You have just opened your store and are trying to create an initial first impression.



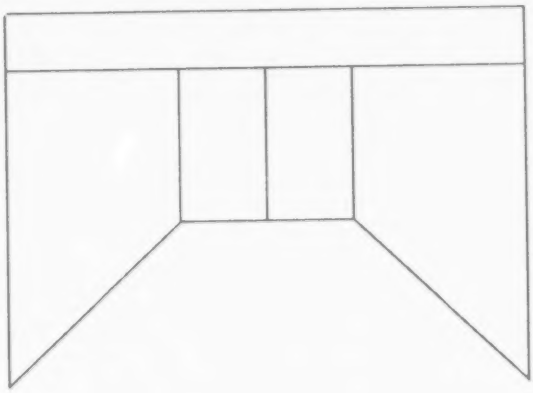

   b. You are creating a Christmas theme window for your product.



   c. You are creating a Valentine theme window for your product.



   d. You are creating a summer theme window for your product.



2. What products would you place near your cash register to encourage impulse buying? Draw a diagram and explain.

## ADVERTISING

1. Design a four-part black-and-white print advertisement on P4 paper (21.5 cm × 28 cm) that will be used for direct mail or as a flyer and which can be reduced or enlarged in size to be used as a newspaper advertisement. Your business or your product line can be advertised.

2. Design an outdoor advertisement that can be put on a regular rectangular billboard. Be sure that you limit the number of words used and make your illustrations very clear so that people can get the point in a glance of a few seconds.

3. What other forms/types of in-store visual merchandising would you use with your product? Explain and draw illustrations.

4. What store layout/decor and accessories would be suitable for your store? Explain and illustrate your choices.

## PRICING

1. What type of price tags would you use on your products and why? Illustrate the shape.

2. What colour would you have your price tags in? Explain why.

3. Where would you put the price tags on your products?

4. What method of encoding would you use on your price tag? Explain why, using an example.

5. Illustrate your exact price tag with all encoded and customer information on it. Label parts, if necessary.

## SELLING

1. What type of retail store will you have—self-selection, self-service, etc.? Explain why this type.

2. What product knowledge will your salespeople need? Explain.

3. What training should salespeople in your retail business/product line have?

4. How do your above choices compare to your competition?

5. Why are your choices suitable for your target market?

## CHOOSING AN EFFECTIVE STORE NAME

### Introduction

Because a small business owner wants both regular customers and customers off the street too, he or she needs a name that lets strangers know what product or service line is being sold in the store. Listed below are five store name categories along with a few examples. Add at least five local business examples to each category.

### Really Effective

A combination of name and simple visual image that tie in together for a double impact on passerby.

1.

hamburger bun surrounding the name of the business

2.


3.

4.

5.

6.

7.

### Creative

The name says it all, and there is no doubt as to what the business is selling. List five more in your neighbourhood.

1. Between The Sheets (store selling bed-related items)
2. The Perfect Penguin Tuxedo Sales and Rentals
3. It's a Small World Travel
4.
5.
6.
7.
8.

### Owner's Name and Product Line

It's your store and you want your name on the sign, but since no one knows you—you need the product/service line as part of the name.

1. Ross Dress for Less (discount clothing store)
2. Eileen's Florists
3. Dave's Flower Box
4.
5.
6.
7.
8.
9.

**Creative but Possibly Confusing or Misunderstood by Strangers**

1. Male Order (store specializing in jeans for men)
2. The Spot (restaurant where famous people have been known to eat)
3. Up and Down (a women's clothing store that sells formals for when you're all dressed up and beach wear for when you're dressed down)
4. Model 6 (a motel that originally rented rooms for $6 a night—but no longer does)
5. 
6. 
7. 
8. 
9. 

**Completely Useless**

Completely useless names that give no indication of product/service line to newcomers to the area.
**Note:** Remember to give local, small business examples that do not use a regular national advertising campaign to let people know their products.

1. Chad's Rainbow (toy store)
2. Rivage (expensive women's clothing store)
3. Down on the Corner (used clothing)
4. Lucky (supermarket)
5. 
6. 
7. 
8. 
9. 

Comment on each of the names below as to their effectiveness.

1. Carpeteria
2. All-Size Storage
3. Body Workshop (exercise studio and bodywear boutique)
4. In and Out Burgers
5. Min-Space Storage
6. AM-PM Mini Mart
7. Boll Weevil (as the name of a restaurant)
8. Wilson's (as the name of a leather store)
10. 29 Tires (a tire specialist in a town named 29 Palms)
11. Spud Cellar (restaurant specializing in potatoes)
12. Hi-Life Mobile Homes
13. Tilly's Toy Shop
14. Square Pan Pizza
15. The Hungry Stick
16. Weight Wafers Wayside
17. Naugles Fast Food Tacos
18. Jolly Roger Restaurant
19. My Yogurt Place
20. Comfort Inn

Each student will now give the name or potential names for his or her own small business and the class will evaluate each other's name. If a stylized picture or logo is involved, please come up and draw it on the blackboard. If you feel the lettering (typography) you are using gives a clue to the product/service line or is part of the visual perception of the name, please show the class (as best you can) on the board.

STRATEGY 3

As a follow-up to Strategy 2, or as a separate strategy, have students formulate a detailed plan for a potential business. Have the completed plan reviewed by knowledgeable business persons.

ACTIVITY 3 Module 4

Setting down a plan for a potential business is an excellent method for helping students to organize their thinking about a proposed business. The Business Plan Outline provided at the end of this module can be used to direct students in writing up their own business proposal. It would be a worthwhile experience for students to have their plans reviewed by a business person.

Use the booklet *Are You Cut Out to Be an Entrepreneur?* to assist students in assessing whether or not their business plan outline is on track. The list of tasks provided is particularly useful in identifying the various aspects needed to be considered when a business plan is being developed. The assessment scales will help students to determine their money and personnel management skills, which are a component of the business plan.

If an outside business person or the booklet cited are not available, students should review a classmate's plan and consult with the teacher about their own plan.

## BUSINESS PLAN OUTLINE

1. Select a field of business and identify reasons for the choice.

2. Collect personal data and prepare an outline or résumé. This is a way of reviewing training/ education, personal interests/hobbies and work experience supporting your choice of business field.

3. Are extra skills and training necessary to the operation of your business? If so, where can these be obtained?

4. Choose a location for the business. Factors affecting this choice are proximity to potential customers, competition, accessibility such as parking, required space; e.g., glass storefront, garage, warehouse.

5. Identify the competition. Determine how your proposed business is different from similar ones. Visit competitors' sites to assess how your business can offer a product/service that is different from and/or better than what competitors currently offer; e.g., the notion of delivering pizza to the customer's door is a unique feature of the pizza business, as is the current two-for-one notion in sales. Consider how competitors are addressing environmental concerns and include some ideas in your own plan.

6. Assess your money and personnel management skills. Do you need extra training? Where can you obtain the training? How much will the training cost?

7. Determine the personnel you will require to start up and run your business. How much will you pay these people? What special skills do the prospective employees require? Where will you find the needed personnel? Design an organizational chart to show who does what. Identify the tasks each position will perform.

8. Identify start-up costs, sources of financing, and the means of obtaining this financing.

9. Develop a marketing plan. How will you advertise your product/service? What costs are involved in marketing this product/service; e.g., graphic artist, advertising, consulting fees? What image do you want your business to have?

10. Determine what legal form your business will take; e.g., proprietorship, partnership, franchise, cooperative, corporation. Identify the costs of legal advice, forms required by government agencies, and the benefits/limitations of this choice of legal business.

11. Determine your insurance needs, plan a program of coverage and calculate the costs.

## MODULE 5: ENTREPRENEURSHIP IN ACTION (OPTIONAL)

### SPECIFIC LEARNER EXPECTATIONS

*Students will:*

- demonstrate the concepts, skills and attitudes from the prerequisite Module 4, Entrepreneurship, through participation in an entrepreneurial activity.

### *STRATEGIES AND ACTIVITIES*

STRATEGIES

Have students initiate and become involved in actual entrepreneurship activities of their own. Module 4 is a prerequisite, and four project examples follow.

The fifteen hours of classroom time allocated in this module provide the students with the opportunity to put into operation the business plan developed in Module 4. The actual businesses that students elect to operate have limitless possibilities. One urban junior high school operated the three different businesses described below. It is important to note that on two occasions students took their projects into the community and thereby gained invaluable experience interacting with the general public. Another junior high school did the School Newspaper Project wich is on the following page.

Project 1. Short-term work experience—Students formed a company and hired themselves out to the local mall and neighbouring community groups as Santa's elves and helpers. They negotiated a contract with mall management, took a training course on playing the role, drew up schedules and assigned roles (supervisors, workers). Supervisors had to deal with employee problems, such as lateness and personality conflicts.

Project 2. Gift wrapping service—Students formed their own company and operated a gift wrapping service at the local mall. They were involved in pricing out the competition, borrowing capital to initiate business, hiring of workers, supervising of staff, determining numbers of staff needed, and advertising. Workers were paid in company shares, the profits from which were donated to Santa's Anonymous.

Project 3. In-school business—Students formed a company to organize and run a school carnival. A loan was obtained from the Students' Union to cover expenses, such as renting a dunk tank and buying materials for a pie throw. All profits at this event went to the Grade 9 graduation and to charity. The students lined up volunteer staff, wrote job descriptions, set prices, sold tickets, sent thank you letters and oversaw the total operation.

## SCHOOL NEWSPAPER PROJECT

### Foreword

This activity will allow for the combined teaching of Module 1 through Module 5. The school newspaper project described here was conceived and run by students in a small Alberta community. It involved students in their own learning, and the success they experienced helped them in all areas of their academic year.

### Background

Before the newspaper was initiated, students worked through Module 1 by interviewing business persons, sitting in on town council meetings, and contacting an expert in a dominant local industry. Students had also prepared advertisements in both video and print format.

Students completed Module 2 by working from the textbook and relating the information to local examples. They had discussed preparing a school newspaper, so much of the content studied was being applied to the proposed project. A representative of the local newspaper spoke to the class about the challenges of running a newspaper, and students then went on a field trip tour of the plant.

The focus provided by the proposed newspaper made the presentation of Module 3 content very straightforward. Few of the exploratory activities were completed due to the students' impatience to begin their project.

**Running the Business** (First Attempt)

In the beginning, the class made some inappropriate decisions. While they surveyed their potential customers to determine the type of paper wanted and tried to locate sources of money, more attention was given to planning how to disburse all the profits. The initial edition of the paper was a financial disaster. This experience was invaluable for the students as they now had first-hand knowledge of the need to PLAN, PLAN, PLAN. The initial failure of the business served to highlight one of the many advantages of the Business Studies 9 course. Students can try out their ideas in a safe environment, and sometimes the failure can be more valuable than any other experience. The supervision of the teacher, of course, had averted any real financial loss but the students were now ready to tackle the issue of running a business in a more methodical manner.

**Running the Business** (Second Attempt)

The following is a step by step outline of the second attempt at running the school newspaper and identifies many ways to run a successful school venture.

1. The students in the school were surveyed to find out if they would like a school newspaper and what they would like to read in one.

2. Several businesses in the town were interviewed to ascertain if they would sponsor the school newspaper by placing an advertisement in the next edition.

3. A meeting was held during which the class elected an executive for their business.

4. The students evaluated the strengths within their group and identified tasks that would maximize these strengths.

5. The students set up a detailed business plan. They identified what capital they needed, means of obtaining the capital, and developed a marketing strategy for their newspaper.

6. Articles were written by the newspaper staff (the students in Business Studies 9). The assignment of articles was based on students' personal interests.

7. Students worked out advertising fees for space in their paper, and then went out, in pairs, to solicit advertisements from local businesses. When a business agreed to place an advertisement in the newspaper, each pair of students then went back to the school, mocked up an advertisement, returned to the business and obtained approval of the advertisement.

8. The students entered into an agreement with the local newspaper to print the final copy. This agreement was based on the students completing the layout, and they worked hard toward meeting their obligation.

9. The upcoming publication was advertised and then copies were sold to students in the school.

**Summary**

The students had to pay for the cost of producing the newspaper ($350 for 250 copies). They earned $370 via advertising and received an operating grant of $50 from the school. The newspaper sold at $.50 per copy and was a financial success. Profits were used to finance a career fair field trip to a neighbouring city for the Business Studies 9 students.

**Postscript**

The newspaper project was a big success with students, local business people and the school personnel. The teacher supervising this project stressed that its success was due to the students operating a business to which they were personally committed. She noted that students learned, through experience, the need for accurate bookkeeping records, accountability, and were soon able to describe the concepts of supply and demand,, profit and loss, overhead and net versus gross income. The vocabulary identified for Modules 1 through 4 was learned rapidly as students required the vocabulary in order to communicate with the business people who were the advertising customers and consultants at each stage of the project. In short, this project was one which would readily be undertaken again.

## MODULE 6: PLANNING IN BUSINESS (OPTIONAL)

Generalization

Planning is essential to business success.

Planning combines the exercise of decision making with organizational skills in an effort to affect direction, growth and change.

### SPECIFIC LEARNER EXPECTATIONS

Concepts

*Students will understand*:

- the need for systematic planning in business
- the need for thorough market research; e.g., consumer age, income, purchase habits
- the ways in which business is encouraged/discouraged by local, provincial and federal levels of government; e.g., grants, provision of information, regulations regarding business operation
- the need to consider the use of technologies when planning a business.

Skills

*Students will*:

- use correctly the terms production, distribution, wholesaling, retailing, services, market research and capital to communicate with others about business
- conduct research to identify ways in which business decides what products or services will be placed on the market; e.g., potential market demand, capital available for product development/distribution
- develop a marketing strategy for a particular product (fictional or real); e.g., advertising, sales promotion, packaging and selling
- discuss ways technology affects business development; e.g., access to information, rate of obsolescence of equipment, new skill levels that may require employee retraining
- investigate the various forms of assistance available to business from different levels of government
- discuss reasons for government assistance to business; formulate and explain a personal opinion regarding the degree of assistance that should be provided.

Attitudes

*Students will appreciate*:

- the role of government involvement in business at local, provincial and federal levels
- the role of planning as an integral activity of business ownership/management
- the alternatives inherent in the planning process.

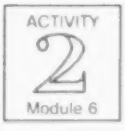
STRATEGY 1

Have students enhance and expand their vocabularies, including current technological terms in general business use.

Survey newspapers and magazines to find examples of ways in which vocabulary terms for this module are used. Students can then create new sentences using these words to demonstrate their understanding of them. They might also write a paragraph or story, using the vocabulary in relation to a fictitious business.

STRATEGY 2

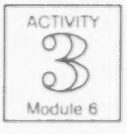
Have students consider the implications of research and development in today's marketplace.




Invite a business person to the class to describe how his or her firm determined which product or service to place on the market. Have the speaker discuss how research data was gathered, how the product or service was developed and tested, and how considerations of capital were handled. Ask the presenter to stress how careful planning and research were necessary and the role each continues to have in determining the success of the business.

STRATEGY 3

Have students develop marketing strategies, such as all-media advertising, point-of-sale promotions and selling techniques. Product packaging could be investigated in terms of environmental awareness.




Students participate in marketing strategies by preparing a print advertisement and a taped radio commercial for an original product or service. Guidelines for these activities follow. The two projects could also be presented in the form of contests.

## MARKETING PROJECT PRINT ADVERTISEMENT

### INTRODUCTION

In the first part of this project, you are to produce a print advertisement on a piece of bristol board (55 cm × 72 cm) for an original product or service.

### REQUIREMENTS

1. Your print advertisement must be original and deal with the same product or service as the radio commercial in Marketing Project Radio Commercial. It must be handed in, in final form, on a full sheet of bristol board (55 cm × 72 cm). The most successful print advertisements usually have four distinct components:
   a. Headline
   b. Illustration
   c. Copy (written information)
   d. Signature (logo, map, store hours, address, telephone, etc.)

   These parts can appear in any order, and some advertisements have been effectively produced that don't have all the information listed.
2. Please remember that you may not cut and paste pictures from existing advertisements. You must try to draw or trace artwork, and your lettering style should not be freehand. Purchased lettering is available in stationery stores.

### PRINT ADVERTISEMENT

Although there are no hard and fast rules that guarantee sales, there are some positive suggestions to follow when designing your own print advertisement. Remember that readers are flipping pages in both magazines and newspapers. What does your advertisement offer that will stop someone? Each advertisement should stand on its own merit. You should assume that your advertisement will be the only advertisement for your product or store that the reader will ever see. It should supply only the information needed and provide an effective AIDA formula [see Marketing Project Radio Commercial] so that the reader will want to stop in your store or buy your product.

#### Some Suggestions

1. Try to get the reader's attention with the headline. Headlines that work often have the following characteristics:
   - they contain a message
   - they include the name of the product/service being advertised
   - they offer a benefit, if possible
   - they offer something new or free, whenever possible
   - they contain something of self-interest to the reader so that he or she will want the product.

**PRINT ADVERTISEMENT EVALUATION**

Student: _____

1. Attention-getting qualities. (5)
2. Interest captured and desire held. (5)
3. Desire created to own the product. (5)
4. Will the consumer be moved to purchase the product? (5)
5. Originality. (5)
6. Are all criteria met for the print advertisement (regulation size bristol board, hand drawn artwork, etc.)? (5)
7. Quality of execution and professionalism. (10)
8. Communication of attitudes or information. (10)

Additional Comments: _____

_____

_____

---

Adapted from K. Kay Allen, "Market Contest", *Ontario Business Education Association Newsletter*, Summer 1988. Reproduced by permission of the author.

## MARKETING PROJECT RADIO COMMERCIAL

### INTRODUCTION

In the second part of this project, you are to produce a 60-second radio commercial for the original product or a service created for the Marketing Project Print Advertisement.

### REQUIREMENTS

Each radio commercial must be handed in on a cassette tape (purchased by you), and each tape must begin with the following: "This is (your name) from (school name) with a radio commercial for (product or service)."

Your commercial of approximately 60 seconds maximum follows. Be sure your voice and the voices of any others are clear and, if there is musical background, be sure it doesn't drown out the narrator. Each tape must have an accompanying script filled out. Your tape will be returned to you.

Your cassette tape must be in a cassette box with your name clearly printed on the outside of the box and on the tape. Your script must be attached with the information and script filled out. Half of your radio commercial mark comes from the script, so be sure to do it neatly and carefully.

### FINAL RADIO SCRIPT

Product or Service: _____

Student Obtaining Mark: _____

Assistants: _____

Length: _____ seconds

Sources of any Music Used: _____

Original Slogan or Jingle (if any): _____

SCRIPT (all spoken words in the commercial) SOUND EFFECTS TIME

Any problems encountered? _____

### RADIO COMMERCIAL EVALUATION

Student: _____

| | YES | NO |
|---|---|---|
| 1. Tape in cassette box. | ☐ | ☐ |
| 2. Name on case. | ☐ | ☐ |
| 3. Script attached. | ☐ | ☐ |
| 4. Introduction with student's name done. | ☐ | ☐ |
| 5. A product or service is being advertised, not a business | ☐ | ☐ |
| 6. Appropriate music. | ☐ | ☐ |
| 7. Attention getting qualities. | ☐ | ☐ |
| 8. AIDA★ formula successful. | ☐ | ☐ |
| 9. Originality. | ☐ | ☐ |
| 10. Voice quality. | ☐ | ☐ |
| 11. Quality of execution and professionalism. | ☐ | ☐ |
| 12. Communication of information. | ☐ | ☐ |
| 13. Communication of appropriate attitudes. | ☐ | ☐ |
| 14. Print advertisement and radio commercial on same product or service. | ☐ | ☐ |
| 15. Work in on time, or early. | ☐ | ☐ |

Additional Comments: _____

★

| | | |
|---|---|---|
| Headline | – catches | **A** ttention |
| Illustration | – holds | **I** nterest |
| Copy | – creates | **D** esire |
| Signature | – prompts | **A** ction |

Adapted from K. Kay Allen, "Market Contest", *Ontario Business Education Association Newsletter*, Summer 1988. Reproduced by permission of the author.

STRATEGY 4

Students weigh the implications of rapidly changing business technologies by exploring and discussing products with which they are familiar. They could the be encouraged to imagine their own technological predictions for the future.

ACTIVITY 4 Module 6

Assemble examples of common technologies that have changed rapidly. Examples here could be music artifacts such as eight track players, cassettes, compact discs (CDs), videodisks and digital audio tapes (DAT). The change in calculators could also be demonstrated by assembling examples of those used over the past fifteen years. Explain to students that what they see before them are examples of rapid technological change. Discuss the impact of these changes on the producers of these products. For example, what has happened to the production of records now that the CD is widely used? Hypothesize on the types of decisions that had to be made in order to stay in business. For example, have the producers gone to planned obsolescence of the product; is advertising used to create demand for a different product when none is really needed? Discuss if there is a difference in continuing success rates between those companies that invest in research and development and those that do not. Another possible point of discussion could be the notion of exclusivity and the extent to which copyright is now so rigorously enforced.

STRATEGY 5

Students investigate ways in which technological change influences work habits, work environments, and worker coping strategies.

ACTIVITY 5 Module 6

Ask students to survey parents, family, friends and other community members to gather information about the ways in which technological change affects their working lives. Encourage students to involve persons at all levels of industry and to consider the unpaid professions as well; e.g., homemakers, not-for-profit groups. Ensure that students also ask the persons interviewed how they cope with the technological changes. In an era of fluctuation, students need to be aware of appropriate coping strategies.

An alternative activity would be to conduct an in-depth examination of one industry to determine the impact of technological change and the ways in which the individuals employed in the industry are adapting to the changes. The farming and banking industries are two examples of industries that have experienced rapid technological changes, as have schools. Perhaps a representative of one or several industries could be invited to the class to describe the technological changes affecting them and their responses to these changes. Possible points to be raised would be any change in employee numbers as a result of technology, rate of equipment obsolescence, retraining needs, ongoing upgrading of skills, and personal flexibility.

STRATEGY 6

Students explore the "help line" concept by examining the technological aid made available by organizations to the business community.

ACTIVITY 6
Module 6

In teams, students can conduct research to determine the types of technological assistance available to businesses and present their findings to the class. Possible sources of information are the following:

Alberta Consumer and Corporate Affairs
Third Floor
Capilano Centre
9945 – 50 Street
Edmonton, Alberta
T6A 0L4

The Conference Board of Canada
255 Symth Road
Ottawa, Ontario
K1H 8M7

The Canadian Chamber of Commerce
Suite 1160
55 Metcalfe Street
Ottawa, Ontario
K1P 6N4

The Canadian Manufacturers Association
130 Albert Street
Ottawa, Ontario
K1P 5G4

After the presentations have been given, students can write a position paper on the issue of whether or not assistance should be provided to businesses by government and private organizations, and to what degree. Students should describe their personal stance on the issue and support it with several reasons, backed by research. The following scoring guide can be used in evaluating the position paper.

## EVALUATION: POSITION PAPER

| | Exc. 5 | Good 4 | Sat. 3 | Fair 2 | Poor 1 |
|---|---|---|---|---|---|
| 1. Organization, Form and Writing Style | | | | | |
| a. Well developed introduction and conclusion. | 5 | 4 | 3 | 2 | 1 |
| b. Correct sentence structure. | 5 | 4 | 3 | 2 | 1 |
| c. Correct paragraphing. | 5 | 4 | 3 | 2 | 1 |
| d. Correct spelling. | 5 | 4 | 3 | 2 | 1 |
| e. Overall impression – title page | 5 | 4 | 3 | 2 | 1 |
| – proofreading. | 5 | 4 | 3 | 2 | 1 |
| 2. Knowledge and Use of Information | | | | | |
| a. Accuracy of information. | 5 | 4 | 3 | 2 | 1 |
| b. Inclusion of essential information. | 5 | 4 | 3 | 2 | 1 |
| c. Absence of irrelevant information. | 5 | 4 | 3 | 2 | 1 |
| d. Sustained discussion of topic. | 5 | 4 | 3 | 2 | 1 |
| e. Ability to point out the major issue(s) and related problems. | 5 | 4 | 3 | 2 | 1 |
| f. Ability to see the topic in context. | 5 | 4 | 3 | 2 | 1 |
| g. Logical development (unity and coherence). | 5 | 4 | 3 | 2 | 1 |
| 3. Synthesis and Judgment | | | | | |
| a. A clear statement of position. | 5 | 4 | 3 | 2 | 1 |
| b. The use of a wide variety of evidence to support the thesis. | 5 | 4 | 3 | 2 | 1 |

Adapted from *Junior High Social Studies Teacher Resource Manual*, Alberta Education, 1989, p. 180.

## MODULE 7: FINANCING A BUSINESS (OPTIONAL)

Generalization

The mismanagement of finances is one of the leading causes of business failure.

The success of any business venture is dependent on the ability to understand the enterprise fully.

Complete records assist in determining the status of the business.

Knowledge and practice of effective financial management principles are invaluable assets to a business.

### SPECIFIC LEARNER EXPECTATIONS

Concepts

*Students will understand:*

- the various types of Canadian financial institutions and their characteristics; e.g., chartered banks, credit unions, trust companies
- the uses and functions of accounting, cash and credit in the transactions of a business
- the effect that financial decisions made by one business can have on other areas of the community; e.g., not-for-profit organizations providing social services
- the need for a well organized cash management system; e.g., taxation, accountability.

Skills

*Students will:*

- use correctly the terms balance sheet, asset, liability, cash budget, income statement, barter, money and legal tender to communicate with others about business
- prepare a personal budget
- identify financial aspects to be considered before a business and/or non-profit venture is initiated; e.g., capital available, sources of capital, cash or credit system
- prepare an estimate of projected expenses and revenue for a business (fictional or real) during the first year of operation; e.g., proposed sales, costs of operation, legal fees, rent
- identify sources of capital and financial consultation available to individuals and business; e.g., accountants, bankers, trade associations, suppliers
- discuss the advantages/disadvantages of accessing several sources of financial information before making a final decision to act
- describe the advantages and disadvantages of credit to business and consumers alike.

Attitudes

*Students will appreciate:*

- the value of gathering information about funding procedures and sources
- the value of financial knowledge to customers and business alike.

## Community Resources

In preparation for this module, the classroom teacher may find it helpful to consult with the teacher-librarian before sending away for materials available from various institutions and organizations. The following list identifies several organizations that will provide useful information.

- Alberta Foundation for Economic Education
  901, 10179 – 105 Street
  Edmonton, Alberta
  T5J 1E2

  The booklet *The Chartered Banks and Canada's Economy* is available upon request. This booklet is designed as a teaching unit on Canada's banks and banking system and has student handouts, lesson plans and suggested activities for expansion of concepts covered in the booklet.

- Bank of Montreal
  Communications Assistant
  Public Affairs
  P.O. Box 6002
  Place d'Armes
  Montreal, Quebec
  H2Y 3S8

  The *Money and Banking Modules* produced by the Bank of Montreal are teacher resources that allow for duplication when used by schools.

- Canadian Bankers' Association
  Suite 600
  The Exchange Tower
  P.O. Box 348
  2 First Canadian Place
  Toronto, Ontario
  M5X 1E1

  Many publications on banking, careers in banking, and banking and business interaction are available for classroom use.

- Canadian Imperial Bank of Commerce
  Commerce Court
  Toronto, Ontario
  M5L 1A2

  *A Student Guide to Banking* and the accompanying teacher's manual are available upon request.

- Royal Bank of Canada
  Public Affairs
  335 – 8 Avenue SW
  Calgary, Alberta
  T2P 2N5

  Publications such as *Looking After Your Own Money* are directed to students (particularly students with reading difficulties). Also available as reference material (most appropriate to teachers) is the series of booklets *Your Business Matters*. The monthly publication *Your Money Matters* provides reference material on current economic issues.

- Additional references on credit use are available from:

  Alberta Consumer and Corporate Affairs
  Third Floor
  Capilano Centre
  9945 – 50 Street
  Edmonton, Alberta
  T6A 0L4

  *A Head for Business* [video]

  There are also offices in Calgary, Camrose, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Peace River and Red Deer.

**Note:** Also see Other Learning Resources and Resource Agencies listed at the end of this manual.

STRATEGY 1

Have students examine Canadian financial institutions and the services they offer. As an opener, students could view the video "A Head for Business" available from Alberta Career Development and Employment. It portrays how a young man sets up his own business.

ACTIVITY 1 Module 7

Once the reference materials have been assembled, students can be directed, individually or in groups, to research particular financial institutions, and then make presentations on their findings. For example, students might focus on the following:

1. What are the types of financial institutions in Canada?
2. What distinguishes chartered banks from credit unions and trust companies?
3. What types of services are provided to individuals and groups by each kind of institution?
4. What role does each institution play in Canada's economy?

In presenting the information collected, students could:

1. do a skit wherein a customer goes into a financial institution to find out about the services they offer
2. use charts and overheads to illustrate their findings
3. prepare a retrieval chart for their classmates to complete during presentation. Alternatively, the teacher could direct students to submit written summaries of the information collected. If this alternative is chosen, it is probably useful to divide the class into groups, each researching a particular financial institution.

In evaluating this activity, the following schema may be used.

| | |
|---|---|
| Content | 10 marks |
| Accuracy | 10 marks |
| Presentation | 10 marks |
| | 30 marks |

STRATEGY 2

Introduce students to the relevance and importance of sound cash management.

ACTIVITY 2 Module 7

In order to establish the importance of careful financial planning, students should prepare a personal budget covering one week. The following budget outline is one possible format.

**BUDGET OUTLINE**

Name: _____

Budget for the week of: _____

| **Income** | | | **Expenses** | | |
|---|---|---|---|---|---|
| Allowance | $ | _____ | Entertainment | $ | _____ |
| Job | $ | _____ | Clothing | $ | _____ |
| Other (e.g., gifts) | $ | _____ | Treats | $ | _____ |
| Total Income | $ | _____ | Total Expenses | $ | _____ |

Once students have completed their budget, ask them to keep track carefully of their expenses over a week's time. Did they stick within their budget? Were there any unexpected surprises during the week? What effect did the unexpected have on their budget? Ask them to evaluate their budgets. Are they handling their money in a manner they find satisfactory? Can they think of other ways to improve their personal finances? Ask them to consider "saving" to offset the occurrence of unexpected expenses. If more money is urgently needed than is available, what contingency plans do they have in place?

To reinforce the concept of "saving", *Project Business: A Junior Achievement Program*, activity "Savings for College" can be used. Two resources that are useful for reference and contain activities on money management for young people are available from:

- Alberta Foundation for Economic Education
  901, 10179 – 105 Street
  Edmonton Alberta
  T5J 1E2
  – *Using Money Wisely*

- Canadian Foundation for Economic Education
  Suite 501
  2 St. Clair Avenue West
  Toronto, Ontario
  M4V 1L5
  – *Money and Youth*

STRATEGY 3

Have students listen to professional financial advice and then prepare thoughtful questions for class discussion.

ACTIVITY 3 Module 7

Invite a member of a financial institution to the school. Ask the speaker to discuss the various sources of capital and consultation available to businesses. Of particular interest to students would be a discussion on personal money management. Careful handling of money should begin at an early age. Ask each student to prepare a question for the speaker when he or she visits the class.

STRATEGY 4

Through a variety of consultations, have students consider the import of credit on individuals and businesses alike.

ACTIVITY 4 Module 7

Survey magazines and newspapers for current articles related to credit use. Have students prepare a summary chart identifying the advantages and disadvantages of credit use for businesses as well as individuals. Students could also interview persons of various ages (e.g., friends, parents, grandparents, older siblings) to determine how credit use affects their lives. This activity allows students to learn about the everyday use of credit in people's lives. Students may also learn about how the use of credit has changed over time, and why people may decide to use credit sparingly. Students should share their results with the class, remembering to keep the donors of the information confidential.

**CREDIT SUMMARY CHART**

| Credit Use By: | Advantages | Disadvantages |
|---|---|---|
| Individuals | _____<br>_____<br>_____ | _____<br>_____<br>_____ |
| Businesses | _____<br>_____<br>_____ | _____<br>_____<br>_____ |

STRATEGY 5

Students look into the processes involved in making a monetary loan from a financial institution.

ACTIVITY 5 Module 7

Obtain financial loan forms from various lending institutions. Ask students, individually or in groups, to examine these forms and determine what kind of information is being sought prior to money being loaned. What kind of planning does the financial institution want to see before it will consider making a loan? Have students consider how credit ratings affect the success of a loan application.

As a follow-up activity the "Car Loan Application" from *Project Business: A Junior Achievement Program* can be used. Alternatively, the local bank should have information on car loans. Students can review these as a class.

STRATEGY 6

Introduce students to the workings of the stock market exchange and the role it plays in business investments.

ACTIVITY 6 Module 7

Invite a stockbroker into the class to explain how to examine a prospectus and analyze the annual report of a company. Have the stockbroker identify what to look for when one is considering investing in a stock market company. This activity will assist students in compiling information on the ways in which successful businesses are measured, and inform them about how businesses profit by being offered on the stock market exchange.

For additional activities related to the stock market, teachers may wish to obtain copies of the resource package *Down to Business*. This resource is a teacher's manual on the use of newspapers to examine issues related to business. It contains a large section on the stock market. To acquire this resource write to:

The Edmonton Journal
10006 – 101 Street
Edmonton, Alberta
T5J 0S1

Attention: Coordinator
*Newspaper in Education*

STRATEGY 7

Have students react to the possible effects of federal, provincial and municipal budgets on personal and local business community affairs.

ACTIVITY 7 Module 7

Survey newspapers for issues related to local or provincial business. Ask students to consider how the decisions made by one business or level of government, affect other businesses or organizations within the community. For example, if wheat crops in western Canada suffer massive hail damage, how will this affect consumers and businesses relying on this source of supply? Another example is how not-for-profit organizations react in order to provide services not otherwise available.

Examine a summary of the most recent federal budget. Hypothesize on how it might affect the spending of local and provincial governments. What programs might have to be reduced? How might the money for an important project be raised, if government support is not forthcoming? What impact on the needs and wants of individuals will these decisions have? Students can prepare a paragraph on how they see the federal budget affecting their community and their lives.

## MODULE 8: MANAGING A BUSINESS (OPTIONAL)

Generalization

Management of a business translates into the handling of people, records and the risks associated with that business.

Effective people management involves the knowledge and application of human relations skills. Effective records management includes the maintenance of accurate reporting in the areas of personnel, finances, banking and inventory. Effective risk management implies the need for insurance.

### SPECIFIC LEARNER EXPECTATIONS

Concepts

*Students will understand:*

- the diverse roles of business managers; e.g., recruiting/selecting personnel, arbitrating disputes, ensuring regulations are followed
- the mutual responsibilities that exist in an employer–employee relationship; e.g., mutual respect, authority levels, employment standards
- the scope of personnel, financial, banking and inventory records that must be maintained for accurate business reporting; i.e., introduction to the various types of records
- the role of risk management programs, such as insurance, as a means of protecting business and business owners from loss
- the ways in which technology affects business management
- the role of trade unions in the business community; e.g., ensuring standards are met for employees in areas such as work environment, hours of work, levels of pay, quality of skills, settling disputes.

Skills

*Students will:*

- describe considerations involved in determining wages and benefits for employees; e.g., ethical, legal, financial, social
- describe ways companies search for new employees; e.g., external recruiting via agencies, advertising positions
- describe the purpose, procedure and format of job interviews
- describe ways that companies motivate employees; e.g., bonuses, recreation facilities, job sharing, day-care
- describe ways of maintaining and/or enhancing relationships among employees and between employees and employers
- identify examples of bookkeeping methods used by actual businesses in the community
- discuss ways in which technology affects business management; e.g., access to information, rate of obsolescence of equipment, new skill levels that may require employee retraining
- investigate the ways in which a trade union affects the lives of its members.

Attitudes

*Students will appreciate:*

- the degree to which success in a business venture depends on the recognition, consideration and satisfaction of employees' needs
- the value of keeping accurate records in business ventures
- the interrelationship of labour and management in business.

STRATEGY 1

Have students compile information on key business concerns such as record keeping, insurance, technology, management roles and human resources.

ACTIVITY 1 Module 8

Before beginning this module, it would be useful to have students conduct an in-depth interview with a local business person. Having students conduct one interview on many topics helps to eliminate excessive demands upon the time of both business persons and students. The information students will gather is essential for this module. The following questions are samples of concepts covered in this module and can be used to develop a list of questions for the interview.

1. What types of records does your business keep? Why are these records necessary? Who is in charge of ensuring that these records are accurately maintained?

2. What kinds of insurance coverage does your business have? Why are these insurance programs needed?

3. How does technological change affect your business?

4. How does your business recruit and keep employees? Does your business have any employee/management incentive programs?

It may be useful to have the students work in pairs or triads for this exercise as there is a need for a recorder and a speaker, as well as assistance with assembly of the final report. Before conducting the interview, students should practise using the questions, plan a method for recording responses and compiling results.

Evaluation of this activity could be holistic in nature. Basically, if the students have used the agreed upon questions (or added useful ones of their own), conducted the interview, and presented results in a legible and suitable format, they have successfully completed the task. Teacher discretion as to the depth of information can also be weighted into the final mark. When students work in groups, it is useful to have them rate themselves and each other in terms of contribution to the group mark.

STRATEGY 2

Students focus on the role of management and how positive relationships are maintained amongst all staff.

ACTIVITY 2 Module 8

Invite a business manager to class. He or she should describe the various roles a business manager fulfills; e.g., recruiting/selecting staff, providing reinforcement and encouragement, arbitrating disputes, ensuring regulations are followed. Have students record the tasks performed by a business manager. Have them ask questions about the training necessary for the position, how job experience relates to performance, how technological changes have affected the position, how the human element and ergonomics are considered, the salary one might expect in this type of career.

After the presentation, students should write thank you letters. The letter should include details of what was learned about being a business manager. A sample business letter format and evaluation key follow.

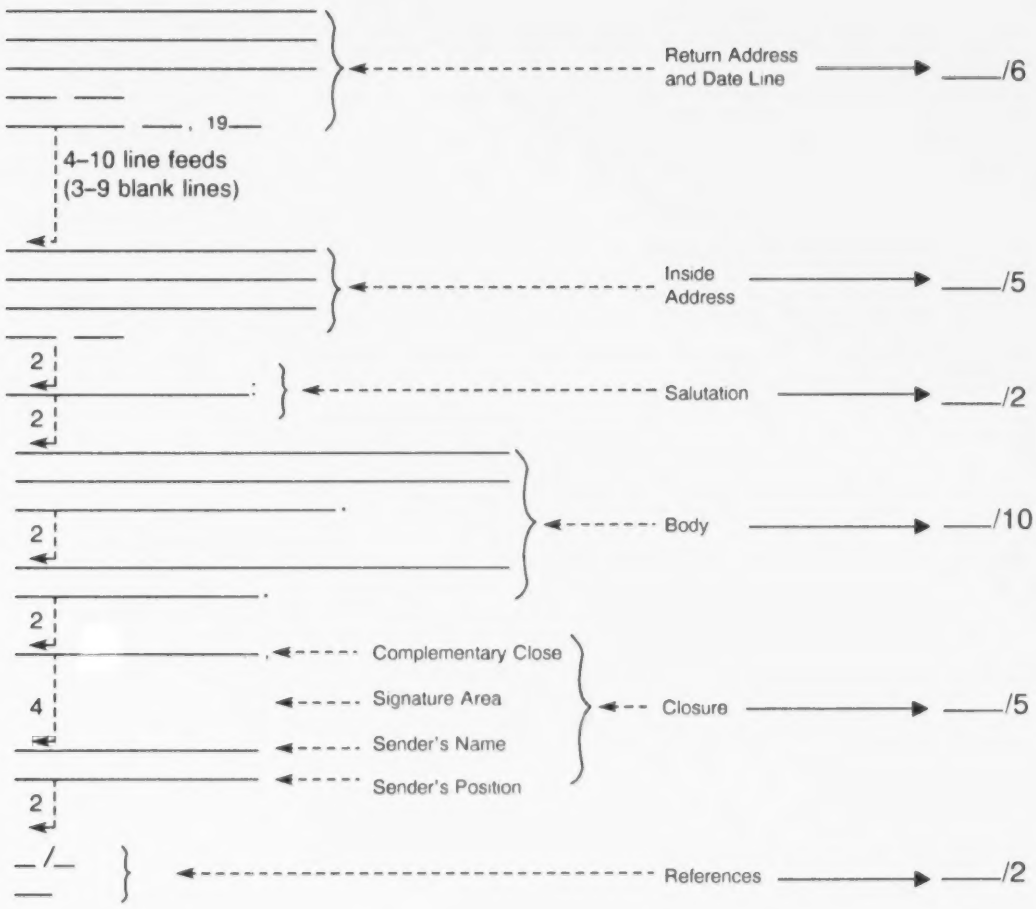
STRATEGY 3

Students envision themselves in roles and seek personnel with the knowledge, skills and attitudes they deem to be necessary for the positions.

ACTIVITY 3 Module 8

Students design classified advertisements for employees to fill a variety of positions, including management. Survey the classified advertisements and career sections of newspapers. Note the information provided by the employer about the business and the positions to be filled. Students could also consider and list other ways for recruiting the talent they are seeking.

## BUSINESS LETTER FORMAT AND EVALUATION




TOTAL ____/30

STRATEGY 4

Have students consider tolerance and understanding in the workplace.

ACTIVITY 4 Module 8

Collect several comic strips and/or editorial cartoons related to the workplace. Place these on display for students to review. Have students analyze them and describe the situations portrayed. Identify what is satirized and the work stereotypes presented. Students complete the Cartoon Summary Chart provided.

Have students contact the Alberta Human Rights Commission with a view to investigating the *Individual's Rights Protection Act*. Points of interest might be appearance/dress codes, disability protection, equal pay, pre-employment inquiries, sexual harassment, stereotyping, prejudice and discrimination.

STRATEGY 5

Taking all roles into account, emphasize workplace responsibilities.

ACTIVITY 5 Module 8

Have students interview local employees and employers about their employment responsibilities. Focus on standards, authority levels and respect for others. Students should share their findings with their classmates. Compose a master list illustrating the mutual responsibilities in employer–employee relationships. Descriptions of the ideal employer, employee or work environment can be created, as well as lists of responsibilities at varying levels of authority.

**Note:** Alberta Labour's Employment Standards Code identifies expectations that must be met in the workplace. Information on this code is available from:

Alberta Labour
Employment Standards Branch
Room 403
Princeton Place
10339 – 124 Street
Edmonton, Alberta
T5N 3W1

Have students investigate the role and importance of *The Occupational Health and Safety Act*. Divide the class into small groups and have each group focus on a particular regulation. Create general awareness by having each group present their findings to the class. Some example regulation topics are: hazardous materials, chemical hazards, work site health and safety, ventilation considerations, injury and accident concerns, noise limits.

## CARTOON SUMMARY CHART

| Cartoon | Situation Portrayed | Subject Satirized | Stereotype |
|---|---|---|---|
| | | | |
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STRATEGY 6

Have students trace the role of labour unions in the Canadian economy and describe how they affect the lives of their members.

ACTIVITY 6
Module 8

Survey newspapers and magazines for articles related to unions. Share the articles amongst class members. For each article, the students should discuss the role the unions are performing. As students present their observations, generate a composite list. The list should identify the following union involvements: ensuring that employment and skill standards are being met; hours of work are within guidelines and overtime pay accorded; levels of pay meet guidelines or union agreements; settling disputes between labour and management; safety standards are being met; compensation and fair dismissal practices are in place; and negotiating for better pay and working conditions.

For additional teacher reference material on the role of labour unions in the Canadian economy, teachers can request the booklet *Labour in the Canadian Economy* by writing to:

Alberta Foundation for Economic Education
901, 10179 – 105 Street
Edmonton, Alberta
T5J 1E2

STRATEGY 7

View the videos "The Seven Phases of a Job Interview" and "Get a Job".

ACTIVITY 7 Module 8

Both videos mentioned are available from:

Alberta Career Development and Employment
Information Development and Marketing
9th Floor, City Centre Building
10155 – 102 Street
Edmonton, Alberta
T5J 4L5

The "Seven Phases . . ." uses humourous scenarios to outline the elements of a job interview: before the interview; opening moves; the interview; closing the interview; following up; negotiations; and making a decision.

"Get a Job" is in cartoon format and reviews job hunting: psychological preparation; writing a résumé; preparing for the interview; and the interview itself. Also, the basic resource discusses the interview process.

After students have viewed the video(s) and discussed the techniques shown, they could role play interview situations. If possible, invite an experienced human resources person to conduct mock interviews. Positions applied for should be representative of real life situations; e.g., gas station attendant, baby-sitter, busperson, store clerk. Have students prepare a résumé before their interviews. Résumé formats are available in the basic resource. Alternatively, students could prepare a résumé for a position found in the classified advertisements or adapt the one created in the Business Plan Outline, Activity 3, Module 4. Students could rate a partner's résumé in terms of completeness and legibility.

The teacher and one other adult could role play a variety of interview situations. The class could discuss the behaviours exhibited and select the person they feel should be hired, stating reasons for their decision. Students respond to this activity and "catch on" quickly to the elements of a successful interview.

STRATEGY 8

As a class project, have students manage the business of running a school store.

ACTIVITY 8 Module 8

On the following pages are details for running a school store. This activity incorporates the student learning covered in Modules 6, 7 and 8 and provides practical experience and enhancement to support the knowledge, skills and attitudes presented.

## RUNNING A SCHOOL STORE—CLASS PROJECT

### Project Outline

The project is that of running a school store and is outlined in terms of planning, financing, managing and evaluating.

### Planning Phase

Step 1: Discuss the feasibility of running a school store with administration, the parent advisory group and student council. This will allow various stakeholders to voice their concerns, offer support (moral and/or financial), and ensure that the running of this activity will not adversely interfere with the activities of other groups, or go against jurisdiction policy.

Step 2: Survey local businesses in the community to determine the impact of this undertaking. Telephone contact and personal visitations can determine the market available and any conflicts that might arise over competition for the same market population.

Step 3: Identify the products that can be readily supplied to your school. Who are the wholesalers in your area? What incentives are offered by different wholesalers; e.g., posters, competitions, coolers? What will be the cost to the school? What are the minimums for quantity purchases? What are supplier policies on returning goods?

Step 4: Survey the target market population. The survey should ask which products are most desired by offering choices based on the information gathered in Step 3. It is also important to check with parents as to the products they would like to see in stock; e.g., milk, fruit, nutritional snacks.

Step 5: Secure appropriate space and select the products to be sold. Order, receive, inventory, price, shelve, display and advertise the products.

Step 6: About pricing. The overhead in a school store is likely to be low, allowing for less markup while still providing a profit. It is important to remember that the store is primarily a teaching tool and not established for the sole purpose of making a profit.

### Financing Phase

Step 1: Find the start-up capital. This may come from the school's general funds; be advanced by the Students' Union; come in the form of terms of payment from the wholesaler; or raised through a share program within the Business Studies 9 class.

Step 2: Develop a management procedure. How will the inventory and cash be controlled? Is a cash register available? A good idea is the use of a tally sheet for recording each sale. At the end of each day, the cash is counted and the tally sheet checked to ensure that the two balance. It is also important to periodically check inventory to ensure that accurate records are maintained and shrinkage is monitored. A daily cash float is required and is deducted from the daily sales. The records and cash should be secured immediately after the end of each business day.

Step 3: Determine how the accounts for the store are to be handled. Is the store account one of many within the school's budget? Will a business treasurer position be created? How will signing authority be handled? Most important—how will accountability for the money and inventory be designated?

Step 4: Plan for dispersal of the profits. In discussion with students, administrators and parents it will probably become obvious what methods of dispersal will benefit the most students. Possible uses of the profits are school field trips, uniforms for school teams, community charities, subscriptions to business papers or magazines for the school library and Business Studies 9 classroom, a pizza party for the store's staff at year end, school activities, gifts for volunteers in the school, or to help offset other school club expenses.

**Managing Phase**

Step 1: Within the Business Studies 9 class, have students rotate through such positions as store manager, accounts clerk, inventory clerk, public relations officer and store clerk. Define the roles of each position, discuss staff scheduling, chain of command and protocols when working within the store.

Step 2: Set up a records and a bookkeeping system. This is essential for accountability to administration, outside auditors and all "employees".

**Note**: Some selected example record keeping forms are included.

Step 3: Establish security procedures. If a careful accounting and inventory system is established at the beginning, it will help to eliminate the problems of internal mismanagement of funds and inventory.

Step 4: Publicize the disbursement of profits. The student population, administration and parents should be informed about how profits are being spent.

**Evaluation Phase**

Students can be evaluated on the basis of several criteria. All members of the class should be informed about evaluation criteria from the beginning. These criteria can also be used as teaching tools. Anecdotal record keeping would be very useful here, especially notations relating to those areas that are improving or those in need of improvement.

## STORE PROJECT PERFORMANCE EVALUATION

Student Name: _____

Position in Store: _____

Your performance as a member of the staff of our store is being rated according to a 5-point scale with "1" being the lowest rating and "5" being the highest rating.

| | | | | | |
|---|---|---|---|---|---|
| Punctuality | 1 | 2 | 3 | 4 | 5 |
| Public Relations | 1 | 2 | 3 | 4 | 5 |
| Accountability | 1 | 2 | 3 | 4 | 5 |
| Adaptability | 1 | 2 | 3 | 4 | 5 |

**Teacher's/Supervisor's Comments**

**Student's Comments**
(Please record your reaction to your evaluation and to the overall experience of working in the store.)

**Action Plan** (Teacher/Student)

## FINANCIAL REPORT

For the Month of _____

| **Income** | | **Expenses** | |
|---|---|---|---|
| Date 19 ____ | Amount | Account Name | Amount |
| _____ | $ _____ | _____ | $ _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ |

## ORDER FORM

Supplier Name and Address: _____

_____

_____

_____

_____

Telephone: _____

Contact Person: _____

_____

Special Notes: _____

_____

_____

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| Order Date | Item Description | Quantity | Unit Cost | Extension |
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| | | | TOTAL COST | |

## EXPENSE FORM

| Date | Supplier | Reference No. | Cost | Running Balance |
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## INVENTORY FORM

| Date | Item Description | Into Stock | Out of Stock | On Hand | Initial |
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# LEARNING RESOURCES

## POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

## INSTRUCTIONAL MATERIALS

Instructional materials are those print and non-print resources used to facilitate teaching and learning, such as teaching resources, student resources, audio-visual equipment, computer equipment, etc. Two subsets of instructional materials are teaching resources and student learning resources.

### Teaching Resources

Teaching resources are print or non-print instructional materials containing pedagogical suggestions and used by such groups as teachers, administrators, parents and school/community groups in implementing provincial programs of study. Examples include teacher resource manuals, teacher guides, monographs, kits, newsletters and booklets.

There is only one category of teaching resources approved by Alberta Education, and this is referred to as "Authorized Teaching Resources". Non-authorized teaching materials are called "Other Teaching Resources" and evaluation rests with the user.

### Student Learning Resources

Student learning resources are print or non-print instructional materials used by students during the implementation of provincial programs of study, such as books, films, videotapes, slides, computer programs, videodiscs or manipulatives. The three categories of student learning resources are: **Basic Learning Resources, Support Learning Resources** and **Other Learning Resources.**

Basic Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of course(s), substantial components of course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas, or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

Support Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or assist in meeting the learner expectations across two or more grade levels, subject areas, or programs as outlined in the provincial programs of study.

Other Learning Resources

Other learning resources are those learning resources identified by Alberta Education as useful for teachers in the implementation of a course(s) or program(s) of study, but which have not undergone review procedures by Alberta Education. Alberta Education does not accept responsibility for use of these resources with students.

### Availability

Most authorized learning resources are available for purchase from:

Learning Resources Distributing Centre (LRDC)
12360 – 142 Street
Edmonton, Alberta
T5L 4X9
Telephone 427-2767
Fax 422-9750

Consult the "Junior High Learning Resources" section in the LRDC *Buyers Guide* for ordering information and prices.

## BASIC LEARNING RESOURCES

John D. Kweekeboom. *Business Today: An Introduction.* Second edition. Toronto: McGraw-Hill Ryerson Limited, 1987.

## SUPPORT LEARNING RESOURCES

Roger W. Hutt. *Entrepreneurship in Action.* South Western Publishing Co., 1988. [six filmstrips and six cassettes]

Junior Achievement of Northern and Southern Alberta. *Project Business: A Junior Achievement Program*, 1989. [student manual, consultant/teacher manual] These resources are developed by and distributed through Junior Achievement. The materials are available only where Junior Achievement has identified community business consultants and provided inservice.

**Note:** Some editions of this teaching material include an activity on "Different Economic Systems" (page CE A3) that may cause concern. Teachers should either delete this activity or provide alternative views on economic systems.

John D. Kweekeboom. *Student Activity Book for Business Today: An Introduction.* McGraw-Hill Ryerson Limited, 1988.

John D. Kweekeboom. *Teacher's Manual and Key to Accompany Business Today: An Introduction.* McGraw-Hill Ryerson Limited, 1989.

*Music Boosters: An Entrepreneurial Adventure.* 1989. [instructor's package, IBM, includes VHS video, operator/teacher manual, 3½ inch or 5¼ inch disk—student workbook separate]

### Videos

Business Concepts Series, TV Ontario

| Title | BPN | Expiry Date | Program Length |
|---|---|---|---|
| • *Budgeting*<br>– Why Budget?<br>– Preparing Your Budget<br>– Family Budgeting<br>– Budgeting, Business and Government<br>[teacher's guide available from LRDC] | 753001-04 | January 8, 1993 | 4 × 5 minutes |
| • *Business Ownership*<br>– Sole Proprietorship<br>– Partnership<br>– Incorporation 1<br>– Incorporation 2<br>– Franchising | 323801-05 | September 30, 1994 | 5 × 5 minutes |
| • *Credit*<br>– Using Credit<br>– Credit Options<br>– Cost of Credit<br>– Establishing Credit<br>– Credit Problems | 753101-05 | January 8, 1993 | 5 × 5 minutes |
| • *Personal Banking*<br>– The Evolution of Money<br>– Savings Accounts<br>– Chequing Accounts<br>– Depositing Money<br>– Withdrawing Money<br>– Reconciling Records<br>– Financial Services | 751801-07 | January 8, 1993 | 7 × 5 minutes |

Videos are available from ACCESS Network (see page 120).
Teacher guides are available directly from: TV Ontario
Box 200
Station Q
Toronto, Ontario
M4T 2T1

**RESOURCES CORRELATION**

| Module | Basic<br>*Business Today* | Support<br>*Project Business* |
|---|---|---|
| Module 1<br>Business Basics<br>(Mandatory) | Chapters 1–3, 6–10, 32 | The Market System<br>The Role of Consumers |
| Module 2<br>Economic Basics<br>(Mandatory) | Chapter 4 | Economics<br>The Canadian Economic System<br>The Market System |
| Module 3<br>Business Innovation<br>(Mandatory) | Chapters 4–10, 15 | Economics<br>Career Exploration |
| Module 4<br>Entrepreneurship<br>(Mandatory) | Chapters 1, 2, 6 | Economics<br>The Market System<br>The Role of Consumers |
| Module 5<br>Entrepreneurship in Action<br>(Optional) | | The Canadian Economic System |
| Module 6<br>Planning in Business<br>(Optional) | Chapters 3, 4, 6, 10, 12, 14–18, 30 | Economics<br>The Role of Consumers |
| Module 7<br>Financing a Business<br>(Optional) | Chapters 6, 7, 13, 21, 22 | Money and Banking<br>Financial Statements |
| Module 8<br>Managing a Business<br>(Optional) | Chapters 12–14, 16–19, 29 | Career Exploration |

## ADDITIONAL RESOURCES AND SOURCES

Available to business studies teachers, both locally and provincially, are many resources that can be used to enhance business studies courses. These resources can be accessed through government agencies, professional associations and media resources.

### Regional Resource Libraries

Films and videotapes are available for loan through the five centres listed below. In some instances, computer software is also loaned. Catalogues of holdings are available upon request.

Zone I

Zone I Regional Resource Centre
10020 – 101 Street
P.O. Box 6536
Peace River, Alberta
T8S 1S3
Telephone: 624–3187

Zones II and III

Central Alberta Media Services (CAMS)
c/o Sherwood Park Catholic School District
2017 Brentwood Boulevard
Sherwood Park, Alberta
T8A 0X2
Telephone: 464–5540

Zone IV

Alberta Central Regional Education Services (ACRES)
County of Lacombe
Parkland Regional Library Building
56 Avenue and 53 Street
Box 3220
Lacombe, Alberta
T0C 1S0
Telephone: 782–5730

Zone V

South Central Alberta Resource Centre (SCARC)
County of Wheatland
Westmount School
Wheatland Trail
Box 90
Strathmore, Alberta
T0J 3H0
Telephone: 934–5028

Zone VI

Southern Alberta Learning Resource Centre
Provincial Government Administration Building
Room 120
909 Third Avenue North
Lethbridge, Alberta
T1J 3Z8
Telephone: 320–7807

### Teacher–Librarians

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher–librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research* referenced in the Alberta Education Related Documents section.

## ALBERTA EDUCATION RESOURCES

### Regional Offices

Assistance and information is available through the five regional offices of Alberta Education. They may be able to help teachers by facilitating:

- workshops in specific areas of curriculum
- information and direction on resources, facilities and program implementation
- program evaluation
- contacts with other business studies teachers.

Zone I

Grande Prairie Regional Office
Alberta Education
5th Floor, Nordic Court
10014 – 99 Street
Grande Prairie, Alberta
T8V 3N4
Telephone: 538–5130

Zones II and III

Edmonton Regional Office
Alberta Education
12323 Stony Plain Road
Edmonton, Alberta
T5N 3Y5
Telephone: 427–2952

Zone IV

Red Deer Regional Office
Alberta Education
Third Floor West
Provincial Building
4920 – 51 Street
Red Deer, Alberta
T4N 6K8
Telephone: 340–5262

Zone V

Calgary Regional Office
Alberta Education
Room 1200, Rocky Mountain Plaza
615 Macleod Trail SE
Calgary, Alberta
T2G 4T8
Telephone: 297–6353

Zone VI

Lethbridge Regional Office
Alberta Education
Provincial Building
200 – 5 Avenue South
Lethbridge, Alberta
T1J 4C7
Telephone: 381–5243

**Note:** Alberta Government telephone numbers can be reached free of charge by calling the **RITE** number switchboard in your area.

## ALBERTA EDUCATION RELATED DOCUMENTS

The following monographs are available for purchase from:

Learning Resources Distributing Centre
12360 – 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427–2767
Fax: 422–9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

### Developmental Framework Documents

- *Developmental Framework: The Students' Interactions, Social Sphere, 1987*

  This document focuses on the student as a social being. It looks at the student's affective or emotional growth, explores interpersonal or social growth and, finally, examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth, Developmental Framework, 1988*

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking, Developmental Framework, 1987*

  This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

- *The Emerging Student: Relationships Among Cognitive, Social and Physical Domains of Development, 1991*

  This document looks at the whole child, or student, as a productive learner, integrating all the domains of development—cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

### Others

- *Focus on Research, 1990*

  This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. The model provides a developmental approach to teaching students how to do research. Also see Teacher–Librarian in the Additional Resources and Sources section.

- *Teaching Thinking: Enhancing Learning, 1990*

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

## NATIONAL FILM BOARD OF CANADA (NFB)

The National Film Board of Canada (NFB) has numerous films and videotapes that may be suitable for junior high business studies. The Alberta library is located at:

NFB Library
Canada Place
Suite 120
9700 Jasper Avenue
Edmonton, Alberta
T5J 4C3
Telephone: 495-3010

**The western and northern Canada toll free number, excluding Edmonton:**

**1-800-661-9867**

ACCESS Network and some school boards have acquired duplication rights to *some* NFB videotapes. Please consult the relevant catalogues in your school or school district.

NFB has two Alberta offices, one in Edmonton and one in Calgary. For further information, contact the Education Marketing Officer in either office.

Edmonton Office

National Film Board of Canada
Suite 120-2
9700 Jasper Avenue
Edmonton, Alberta
T5J 4C3
Telephone: 495-6411

Calgary Office

National Film Board of Canada
North West Centre
616 Macleod Trail SE
Calgary, Alberta
T2G 2M2
Telephone: 292-5411

Partner Library

The Calgary Public Library has a selection of NFB films and videotapes which can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library
Films and Recordings Department
616 Macleod Trail SE
Calgary, Alberta
T2G 2M2
Telephone: 260-2650

### How to Obtain NFB Resources

Presentations

Education Marketing Officers located in Calgary and Edmonton are available, province wide, for workshops, conferences, professional development days and comparable activities.

Purchases

NFB films and videotapes may be purchased through the Edmonton film library only. The prices apply to all purchasers in Canada, including school boards or districts, public service organizations as well as individual consumers. (These include public performance rights, providing no entry fee is charged.)

To purchase films, videotapes or catalogues contact either the Edmonton area telephone number or, outside of Edmonton, the toll free number.

Rentals

Films and videotapes may be rented from any NFB library. Hours of operation are from 8:30 a.m. to 5:00 p.m. Monday to Friday.

Reservations for videocassettes and films are accepted on a walk-in basis. Reservations are accepted up to 90 days prior to play date.

Purchase prices are very reasonable and at the time of printing, the service charge for videotapes is $2.00 per day; film is $4.00 per day (under 30 minutes) or $6.00 per day (30-60 minutes) per five-day period. When videocassettes are kept past the return due date, additional service charges apply. The borrower is not required to pay for the time in transit.

NFB Listings

For appropriate listings of NFB films and videotapes indexed by title, subject and director, consult the nearest NFB office.

## ACCESS NETWORK

ACCESS Network offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS Network audio and video library tapes copied. ACCESS Network also offers a service called "Night Owl Dubbing". This allows educators to tape late night educational programs directly from their own televisions.

ACCESS Network publishes listings of audio and video cassettes as well as a comprehensive programming schedule. Listings show all materials acquired or produced by ACCESS Network in three sections: curriculum index, an alphabetical listing of programs by series title under curriculum areas; subject index, an alphabetical listing of programs by series title under subject headings; and materials description, all series and single programs alphabetically by title and then numerically by ***Basic Program Number (BPN)*** within each series. For every series, a description is provided outlining the physical and intellectual contents of the series. If support material is available, this is also stated in the series description. The Audience Level, or usage level, of each program is indicated by a two letter alphabetical code as follows:

| | | | |
|---|---|---|---|
| ps | Preschool | sr | Senior High |
| pr | Primary | ad | Adult |
| ue | Upper Elementary | ge | General |
| jr | Junior High | tr | Teacher Resource |

All programs listed have been acquired or produced by ACCESS Network and are available on videotape for use by educators in Alberta, on a cost recovery basis. The duplication fees and handling charges are subject to 7% GST. Video dubs can be made on the following tape formats: VHS (standard play only, maximum length 2 hours); Beta II; 3/4 inch U-Matic. Audio dubs can be made in the following tape cassette ($\frac{1}{4}$ inch) formats: 45 minutes, 60 minutes or 90 minutes. ACCESS Network Dubbing/Media Resource Centre does not provide an audio or video loan service.

The programs listed and accompanying support material can be obtained from:

ACCESS Network
Dub/Media Resource Centre
295 Midpark Way SE
Calgary, Alberta
T2X 2A8

Telephone: 256–1100 (inside Calgary)
Telephone: 1–800–352–8293
(outside Calgary)

### Copyright Information

The programs listed by ACCESS have been either acquired or produced by ACCESS Network and are subject to various conditions of copyright. In all instances, permission to duplicate programs has been granted to ACCESS Network. Thus, ACCESS Network is **NOT** usually in a position to grant, to other institutions or persons, the right to duplicate programs.

## BUSINESS EDUCATION COUNCIL

The Business Education Council (BEC) of the Alberta Teachers' Association is a specialist council that may be of interest to teachers of Business Studies 9. As members of this council, teachers are linked with regional councils throughout the province, and with national and international associations, such as the Canadian Association of Business Education Teachers (CABET) and the National Business Education Association (NBEA) in the United States.

The Business Education Council strives to improve business education teaching in all grades in Alberta by providing:

- contact with fellow teachers
- opportunities for sharing, learning and implementing classroom strategies
- information about evolving technology and current issues
- a forum for expressing triumphs, concerns and ideas
- conferences, publications, regional workshops and support.

**Publications**

*Business Report* – a newsletter issued five times per year.

*The Synoptic* – a professional journal published twice yearly.

**Memberships**

Membership options are available and information can be obtained by contacting:

Business Education Council Advisor
Barnett House
11010 – 142 Street
Edmonton, Alberta
T5N 2R1

## OTHER LEARNING RESOURCES AND RESOURCE AGENCIES

The titles of the student learning resources identified below were provided through the courtesy of Alberta teachers. This listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. The responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

- Alberta Career Development and Employment
  Information Development and Marketing
  9th Floor, City Centre Building
  10155 – 102 Street
  Edmonton, Alberta
  T5J 4L5

  *A Head for Business* [video]
  *Are You Cut Out to Be an Entrepreneur?*
  *Career Development News*
  *Career Information Catalogue Update*, 1989
  *Career Programs and Resources* [catalogue for video, audio and women's resources]
  *The Entrepreneur* [video]
  *Get a Job* [video]
  *The Seven Phases of a Job Interview* [video]
  *Skills Are Your Passport*
  *The School–Work Connection*
  *Volunteerism: Building Futures*

- Alberta Consumer and Corporate Affairs
  Third Floor
  Capilano Centre
  9945 – 50 Street
  Edmonton, Alberta
  T6A 0L4

  There are also offices in Calgary, Camrose, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Peace River and Red Deer.

  Sheets
  *Advertising Techniques and Guidelines*
  *Common Marketplace Misconceptions*
  *Consumer Complaints: Both Sides of the Coin*
  *Guarantees and Warranties*
  *Responsible Credit Use*

  Video
  *A Head for Business*

  "Consumer Talk"
  *2000 A.D.: A Guide to Financial Awareness* [teacher resource]
  *Consumer Complaints: A Self-help Handbook* [teacher resource]
  *Credit*
  *Help for Consumers* [a description of the community services offered by Alberta Consumer and Corporate Affairs]
  *Mom, Buy Me That!* [parent's guide to children's advertising]
  *Preventing Unfair Trade Practices*
  *Returns* [store return policies]
  *Shop Around*
  *Taking Charge of Your Money*
  *The Co-operative Community* [overview of co-ops]

  Publications for Businesses and Societies [teacher resources]
  *An Introduction to Franchising in Alberta for Franchisors*
  *Avoiding Business Scams and Frauds: A Guide for Small Businesses*
  *Introducing Corporate Registry*
  *Preventing Unfair Trade Practices*
  *Purchasing a Franchise*

- Alberta Debate and Speech Association
  202, 17308 – 108 Avenue
  Edmonton, Alberta
  T5X 3Y8

- Alberta Economic Development and Trade
  Strategic Planning and Research
  9th Floor, Sterling Place
  9940 – 106 Street
  Edmonton, Alberta
  T5K 2P6

- Alberta Foundation for Economic Education
  901, 10179 – 105 Street
  Edmonton, Alberta
  T5J 1E2

  *The Chartered Banks and Canada's Economy*
  *Labour in the Canadian Economy* [teacher resource]
  *Using Money Wisely*

- Alberta Human Rights Commission
  Room 805, 10808 – 99 Avenue
  Edmonton, Alberta
  T5K 0G5

  Alberta Human Rights Commission
  Main Floor, Dorchester Square
  1333 – 8 Street SW
  Calgary, Alberta
  T2R 1M6

  *Individual's Rights Protection Act*

- Alberta Labour
  Employment Standards Branch
  Room 403
  Princeton Place
  10339 – 124 Street
  Edmonton, Alberta
  T5N 3W1

  *Employment Standards Code* [teacher resource package]

- Alberta Occupational Health and Safety
  5th Floor
  10709 Jasper Avenue
  Edmonton, Alberta
  T5J 3N3

  *The Occupational Health and Safety Act* and other related regulations
  *Occupational Health and Safety Magazine*

  There are also offices in Calgary, Edson, Fort McMurray, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Vermilion.

- Alberta Women's Secretariat
  8th Floor, Kensington Place
  10011 – 109 Street
  Edmonton, Alberta
  T5J 3S8

  *Stepping Stones Teacher Information and Resource Kit* [previously distributed to every school in Alberta in care of the school counsellor]

- Bank of Montreal
  Communications Assistant
  Public Affairs
  P.O. Box 6002
  Place d'Armes
  Montreal, Quebec
  H2Y 3S8

  *Money and Banking Modules* [teacher resource – duplication permission granted when used by schools]

- Canadian Advertising Foundation
  Suite 402
  350 Bloor Street East
  Toronto, Ontario
  M4W 1H5

- Canadian Advisory Council on the Status of Women
  Regional Office
  Room 270
  220 – 4 Avenue SE
  Calgary, Alberta
  T2P 2L6

  Teacher Resources
  *Canadian Job Strategy 1987*
  *Pay Equity*
  *Planning Our Future*
  *Women Entrepreneurs*

- Canadian Bankers' Association
  Suite 600
  The Exchange Tower
  P.O. Box 348
  2 First Canadian Place
  Toronto, Ontario
  M5X 1E1

  *Helping You Bank*
  *Starting a Small Business*

- The Canadian Chamber of Commerce
  Suite 1160
  55 Metcalfe Street
  Ottawa, Ontario
  K1P 6N4

- Canadian Foundation for Economic Education
  Suite 501
  2 St. Clair Avenue West
  Toronto, Ontario
  M4V 1L5

  *BIZBALL: A Look at Basic Business and Economics Concepts Via Major League Baseball*
  *Entrepreneurship: A Primer for Canadians* [teacher resource]
  *High Tech: Challenges, Issues and Options*
  *Labour Market: Teacher's Resource Package* [teacher resource]
  *Money and Youth*
  *Women in the Workforce*

- Canadian Imperial Bank of Commerce
  Commerce Court
  Toronto, Ontario
  M5L 1A2

  *A Student Guide to Banking*
  *A Student Guide to Banking: Teacher's Manual*

- The Canadian Manufacturers Association
  130 Albert Street
  Ottawa, Ontario
  K1P 5G4

- The Conference Board of Canada
  255 Smyth Road
  Ottawa, Ontario
  K1H 8M7

  *Economic Forecast: Provincial Outlook* [provision of research reports, personalized information services]

- The Edmonton Journal
  10006 – 101 Street
  Edmonton, Alberta
  T5J 0S1

  *Down to Business*
  *Newspaper in Education*

- Junior Achievement of Northern Alberta
  22, 10210 – 117 Street
  Edmonton, Alberta
  T5K 1X6

  Junior Achievement of Southern Alberta
  739 – 10 Avenue SW
  Calgary, Alberta
  T2R 0B3

  Materials are available only where Junior Achievement has identified community business consultants and provided inservice.

- Procter & Gamble Inc.
  Educational Services
  P.O. Box 355
  Station "A"
  Toronto, Ontario
  M5W 1C5

  *Canadian Consumers and Their Marketplace: 100 Activity Ideas*
  *Consumer Advertising*
  *Consumer Choice*

- Royal Bank of Canada
  Public Affairs
  335 – 8 Avenue SW
  Calgary, Alberta
  T2P 2N5

  *Looking After Your Own Money*
  *Your Business Matters* [teacher resource series]
  *Your Money Matters Series*
  – *Making a Complaint*

- Rural Education and Development Association
  14815 – 119 Avenue
  Edmonton, Alberta
  T5L 2N9

  List of speakers for schools.
  Several modules on cooperatives and entrepreneurship.
  Teacher resource package on cooperatives.

- Statistics Canada
  Regional Office
  8th Floor, Park Square
  10001 Bellamy Hill
  Edmonton, Alberta
  T5J 3B6

  *Canadian Social Trends*

## COPYRIGHT ACKNOWLEDGEMENTS

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